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ABSTRACT

The study reports on university-based outreach activities to extend international studies, based on a mandate in Title VI of the Higher Education Act. A survey of Title VI centers in universities nationwide gathered information on the way the institutions organize, develop, implement, and evaluate their resources and their delivery to nontraditional constituencies. Using this information, successful outreach models are offered for consideration by the institutions and their Title VI centers. The report begins with a history of the centers, and goes on to discuss the concept of outreach in the context of this legislation. Study procedures are then described. Survey results are presented in 3 sections: (1) a summary of the structure, resources, and operations of the centers; (2) a description of client/user services, with comments and recommendations made by survey respondents; and (3) evaluation of the outreach materials used by the centers. General and specific recommendations for program improvement are made for the federal government, universities, and centers. Appended materials include: a tabulation of results from each of 75 centers surveyed; questionnaires used for center directors, client/users, and outreach coordinators; descriptions of outreach education materials evaluated for each center; key references; and addresses of study participants in the United States and other countries. (MSE)

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# A Study Report
# with
# Recommendations
# on
# OUTREACH EDUCATIONAL ACTIVITIES
# of Title VI
# NATIONAL RESOURCE CENTERS
# IN
# INTERNATIONAL STUDIES

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UNITED STATES DEPARTMENT OF EDUCATION

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Center for International Programs and Comparative Studies
The University of the State of New York
Cultural Education Center
Albany, New York 12230
1983

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We thank the U.S. Department of Education for providing funds for this project. The conclusions reached, however, are those of the project staff and do not represent policies or conclusions of either the U.S. Education Department or the University of the State of New York.

## SUMMARY

This is an advocacy document: it supports the purpose of Title VI Outreach Programs in International Studies, and in the broader sense, the building of bridges between institutions of higher education and other learning constituencies.

Since its inception in 1961, the Center for International Programs and Comparative Studies of the University of the State of New York has advocated strong federal support for the Language and Area Studies programs as they have developed over the past twenty-five years. In this national study, however, we have sought to compile information primarily on the management of university-based outreach efforts so that we might provide a practical guide to future planning at the federal and university levels.

Much has happened since this study was funded in October, 1981. Yet despite the uncertainty of Title VI appropriations and the rescinding of the 15% outreach mandate, the actual need for the sharing of information, approaches, and skills -- in order to serve the mutual interests of the academic and non-academic worlds -- has dramatically increased. The traditional line of demarcation between the theoretician and the practitioner has grown perceptively weaker and calls not for retrenchment along the lines of old priorities but for expansion. Expansion is required to create a vital context for colloborating, and a meaningful vocabulary for communicating.

As a first step, we suggest that the U.S. Department of Education form an ad hoc committee composed of professionals in international education, extension education, precollegiate education, business, and print and electronic media in order to provide a consensus definition of outreach and its objectives and strategies, which will focus not merely

on the generalization of intent or the substance of content, but on the critical specifics of performance. Conclusions from such a meeting might well serve to direct the energies and activities of the Department, and the universities, and mobilize the expertise of precollegiate educators and business and communications specialists. With sharp attention to both definition and application, new enthusiasm may be generated to help apply to this special field lessons learned long ago in agricultural science for the enrichment and strengthening of our common effort.

# INTRODUCTION

This is not an evaluation report of HEA Title VI Center Outreach Programs.

Rather, while it is an attempt to contribute ultimately to the establishment of a broad and expansive infrastructure for international education in the United States, this report is concerned primarily with:

1) relating the present ways in which universities -- as illustrated by the case of Title VI Centers -- organize, develop, implement, and evaluate both their resources and the delivery of those resources to non-traditional constituencies; and
2) providing successful "outreach" models for consideration by universities and the Title VI Centers in any further long-range planning which addresses new audiences.

Although "outreach" has become a popular word in educational and cultural circles, the term remains vaguely defined. In fact, the very absence of a clear definition of the term must be acknowledged in any realistic assessment of Title VI Outreach Programs. As the term is most commonly used, however, "outreach" implies an active role on the part of an institution in seeking out and engaging new groups of people in the use of the institution's resources, be they services, materials, or programs. How and in what manner this is done varies from institution to institution, as does the success of the outreach effort. Perhaps this examination of the goals and accomplishments of Title VI Outreach will help to inform not merely the idea of "outreach" but, more importantly, its function. Certainly the meaning of "outreach" needs to be made sharper if those organizations which have been charged with its function are to be effective.

The key to the effectiveness of any organization is to be found in the processes through which that organization approaches a problem. Ideally, an effective, dynamic organization has a clear idea of what it is about, and what it is to do. Its goals are understood and shared by all of its members; its objectives and accompanying plans of action support those goals; its modus operandi includes a built-in capacity for sensing changes in the environment which affect its functioning, and for adapting to those changes. It is within this framework that we seek, in part, to address ourselves to a study of Title VI Outreach Programs.

The rich reservoir of knowledge in language and area/international studies which has been accumulating under both university and Federal sponsorship for some twenty-odd years holds a legacy for the entire nation. Indeed, these centers are now called National Resource Centers. They have only to be tapped, and their knowledge and information disseminated in a systematic, relevant, and efficient manner to allow the citizens of this country to become informed and educated citizens of the world.

HISTORY

Following on the heels of Russian technological advancement and in response to what was perceived as a critical national need in the areas of defense and foreign policy, Congress in 1958 enacted the National Defense Education Act. In Title VI, the Act provided for the establishment of advanced training and research centers in modern foriegn languages at institutions of higher learning, and acknowledge the need for developing specialists in "...other fields..." necessary to "...a full understanding of the areas, regions or countries in which such language is commonly used." The legislation was designed to create a bank of specialists and specialized materials which ultimately would become a national resource in providing much-needed expertise and information to decision-makers in corporate and government sectors.

Although the Federal government placed its initial emphasis on "language development," particularly in the teaching of languages critical to the national defense, the impetus for Centers to construct broader programs of academic inquiry was explicit in the language of the Act. As Title VI Centers evolved, the perimeters of their activity were extended to include increased concentration in the social sciences as well as the humanistic disciplines. Thus was "area studies" born -- a child of national need and Federal legislation.

For the most part, Title VI Language and Area Studies Centers existed chiefly as administrative units, architects of newly conceived programs and receptacles for Federal monies. Therefore, in order to de an in-depth and multidisciplinary program for the study of wor and expand their language research and instructional acti were required to draw on a wide-range of faculty amor institution's academic departments -- thereby linking

faculty support to the success of the Center's enterprise. While simultaneously operating within the confines of university academic and administrative structure, Centers -- given the nature of their conception -- also were required to adhere to the guidelines defined by the Office of Education[1] in developing their core instructional programs. Essentially, between 1958 and 1970, there was basic agreement as to how university administrations perceived Centers, how Centers perceived themselves (that is, what they were about, and what they were to do), and how they were perceived and defined by the Office of Education.[2]

In the early 1970's, however, there was a shift in the political and economic climate of the country: citing the original intent of NDEA Title VI -- to create language and area studies expertise -- the Nixon Administration targeted Title VI programs for substantial cutbacks and eventual elimination, basing its position on what it viewed as an "oversupply" of the expertise. In time, due to the advocacy efforts of internationalists, the continuation of Title VI funding was secured although on a much reduced scale.

What emerged from the skirmish, however, and -- perhaps as a direct result of the Nixon Administration's criticism that the basic purpose of Title VI legislation had been realized -- was a new signpost in the Federal guidelines. Centers were now required, as of 1976, to allocate 15% of their Title VI monies to educational outreach activities: in effect, those resources which through Federal mandate had been created were -- through Federal mandate -- to be disseminated; the heretofore unmet needs

1. In a 1978 report, the General Accounting Office lauded the Title VI program as providing a national strength in advanced research and training for both language and area studies. This report is concerned, however, not with this central Title VI function.

2. The Department of Education at that time was called the Office of Education

of the nation, defined in terms of target-audiences or constituent groups, were to be addressed. Simplified, and on a very practical level, Centers were being mandated to "market" their products, which implied not only identifying the needs of the various new audiences or groups, and perhaps creating new needs in the process, but also translating Center expertise (essentially scholarship) through materials, services, and programs into definable, marketable products and services.

Given limitations of budget and time, this study does not touch upon two very important aspects of successful outreach in international education. First, although there is anecdotal evidence that the U.S. Department of Education's technical support to the outreach function was not very substantial, we were not able to investigate this matter. Second, the kind and quality of support given by university administrations varies so widely that it has been impossible to do more than summarize that support in very general terms.

Nevertheless, and regardless of these considerations, Title VI Center Outreach Programs stand on their own merits. Their accomplishments have been substantial and continuing.

## OUTREACH AS A CONCEPT

In 1976, the Office of Education introduced into its proposed regulations a provision for including "educational outreach activities" within the purview of Center functions, and mandated a minimum 15% allocation of Title VI grant funds to be used for this purpose. At the same time, the Office expanded its definition of appropriate core programs to include, in addition to language and area studies, more broadly-based international studies programs (for example, international issues, such as food and health, energy; and interregional studies). Three of the Centers included in this study were established in response to the expanded scope of core program activity, and were likewise bound by the 15% requirement as well as the foreign language training requirement.

Part 146.13 of the Federal Regulations of August, 1976 reads as follows:

§146.13 Educational Outreach Activities

(a) In addition to the instruction provided in §146.12, centers shall provide two or more of the services listed in paragraph (b) of this section (educational outreach activities) to agencies, organizations, and individuals interested in the resources of the center but not a part of the institution(s) operating the center, except that at least one of the services shall be a service listed in paragraphs (b) (1) or (2) of this section.

(b) Outreach activities may include --

(1) Assistance, such as sharing of library resources, faculty workshops, and cross-registration of students, to other institutions of higher education, particularly those with teacher education programs and two-year colleges;

(2) Assistance, such as in-service teacher training, bibliographic assistance, textbook evaluation, curriculum development, and direct instructional services, to state and local elementary and secondary educational agencies;

(3) Assistance, such as workshops and special courses, to the business community; and

(4) Sharing of resources, such as general lectures, films, and book and art exhibits, with the community at large.

(c) Centers shall expend an amount for outreach activities which represents at least 15 percent of the grant funds awarded under the subpart.

Although the wording of the Regulations pertaining to outreach activities was modified in subsequent Regulations, giving emphasis now to this group and now to that group, the basic intent of the provision for Outreach remained constant. Therefore, the ways in which Title VI Centers responded to the 1976 directive (in spirit and in fact), and what national needs were discovered in the process, forms the core of this report. It also points the way -- via the construction of "successful models" -- for the future strengthening of outreach programs in international education. Outreach is not a dead issue. On the contrary, it needs only to be approached from a different perspective.

The perspective which this report advances is based on the results of both objective research and subjective impressions. It includes the following:

- .A review of all Title VI legislation and Office of Education Regulations.
- .Informal telephone conversations with staff members of the Division of International Education, as well as informal conversations with Title VI Center staff at a November 1981 meeting in Washington, D.C.
- .An examination of available Centers' statements of outreach program goals and objectives as included in their Title VI proposals to the Office of Education.

.Data obtained from four questionnaires we distributed to the key people in outreach operations: Center Directors, Outreach Coordinators, Faculty, and Client or Users of Center resources.

.Site visits to 25% of Title VI Centers at which we conducted informal interviews with the Director, Outreach Coordinators, participating and non-participating faculty in outreach programs, and representatives of university administrations.

.Collection of Center-produced curriculum materials obtained either through purchase or loan.

.Review of Center newsletters and promotional materials announcing outreach programs and services available to each Center's constituent groups.

These formal and informal sources of information have provided us with not only the specifics of how Title VI Centers have operated, but also with a sampling of the extent of satisfaction on the part of the people who have administered or benefitted from the integral parts of the programs themselves.

In our judgment, the feelings of frustration and dissatisfaction which were engendered by the outreach mandate in the early years were understandable. Essentially, the Centers were charged with a missionary function -- to enlighten. Unlike the missionaries, however, who were trained and dispatched to foreign lands to address captive audiences, Center Directors et al for the most part had no such guaranteed audiences outside of the classroom, nor did they have the training and skills necessary to go out and find or create them, nor did they uniformly receive adequate technical assistance from either their university administrations or from the Office which had issued the directive.

In a sense, they were called upon to "bear witness" to the undefined needs of a nation, and then left to conduct that mission in their respective outposts.

The obstacles under which they labored were considerable:

*A lack of definition of the term "outreach."

*The absence of any national "needs assessment" study which logically should have preceded the outreach mandate.

*The insecurity, as to the permanence of the outreach component, and the financial instability generated by short-term funding cycles, shifting and often ambiguous guidelines, and a perceived lack of solid commitment and leadership on the part of Washington staff.

*The lack of vision on the part of university administration leading to failure to interpret the mandate as a viable means of constructing new infrastructures which might in turn support on-going programs in an era of declining enrollments and escalating costs.

*The lack of critical business expertise (in strategic planning, marketing, promotion) within the Centers to carry out what proved to be a fairly complex enterprise.

*A lack of experience in converting scholarly resources into useful "products" for those outside of the academic community.

The point on business expertise is substantiated in the data from the Director and Outreach Coordinator questionnaires. The data reflects, in part, recurring inconsistencies, discrepancies, and inefficiencies in the administration and management of many outreach programs. Perhaps if the outreach function had been identified from

the very beginning as to what its real nature is about -- that of communications, not traditional academic instruction -- a communications structure (for organization, planning, implementation, dissemination, and evaluation) could have been built into the design of the programs. Instead, it appears that "outreach," when it was mandated in 1976, was little more than a notion, a vague generality of noble intention, a transplant from another time and place without the strong conceptual framework necessary for defining its current function and application.

Had that framework been present in the conception of the outreach mandate and a clear and precise definition given to the Centers, a new system might have been constructed to guide and direct the change necessary to the conducting of outreach. What was needed was transformation, in part, of Title VI Center operations, and conversion, in part, of Title VI Center resources, depending on the audiences targeted.

We expected to find a new and vital operating structure, logically constructed, at the core of the Center outreach programs, and we based the design of our questionnaires on that premise. Instead we found, in many of the Centers, that much of the outreach program was happenstance, ad hoc, and scattered, and that the apparent lack of direction and absence of systematic planning was due, to some degree, to the lack of an outreach definition at its very inception.

Despite the presence of these obstacles in the administration of many outreach programs, the accomplishments cited in this report pay tribute to the ingenuity, creativity, and dedication of Center staff. Operating on a shoestring budget, confronted by a natural academic

resistance to things non-academic, and competing for the attention, support and focussed interest of people living in a fast-paced and information-oriented society, Title VI Outreach Programs have managed to begin the move of Centers' federally-funded yet closely guarded resources out of their academic channels and into the open marketplace. Dissemination has begun.

Those Centers that have combined a knowledge of the workings of the marketplace with the cornerstone of the communication process, that have been the receivers as well as the providers of information, incorporating client/user needs and expertise into the design of their programs, evaluating and creating anew in an on-going process -- these Centers have been the most effective in establishing productive and continuing relationships with their selected audiences. Their experiences lend definition to the idea of outreach and to the dissemination of university-based resources. The dissemination problems which university scholarship poses -- that of efficiency, accessibility, and relevancy -- have been confronted head-on by the outreach leadership in international education.

STUDY PROCEDURES

## Project Sample

### Criteria

Seventy-five Title VI Center grantees met the criteria for being included in our study. Eighteen of those grantees are considered, fiscally, as nine joint centers; that is, nine joint centers each submit a single application for Title VI funding and share in the allocation. For the purposes of this study, therefore, the seventy-five individual Centers are subsumed in the total sixty-six Title VI Centers shown in the Criteria below.

The Centers selected for this survey met the following criteria:

| | |
|---|---|
| .they were recipients of Federal funds for fiscal year '81-'82 | (66 Centers) |
| PLUS | |
| .they were recipients of Federal funds for either the '76-'79 grant cycle | 4 Centers |
| OR | |
| .they were recipients of Federal funds for the '79-81 grant cycle | 10 Centers |
| OR | |
| .they were recipients of continuous Federal funding from '76-'81 | 52 Centers |
| | 66 |

Sixty-four Centers responded in some form to our survey.[1] Forty-seven Centers were full participants and the remaining seventeen are considered as partial respondents since they did not send us all of the information we requested.

We made site visits to sixteen Centers (25%) as well as to the Children's Museum in Boston and the Stanford Program in Intercultural Education (S.P.I.C.E.), both of which have contractual arrangements with Title VI Centers. We based our selection of the Centers on



1. See Appendix 1 for data on Center response rate according to World Area. (The Center for East Asian Studies at the University of Kansas, and the Center for Near Eastern Studies at the University of Pennsylvania did not participate in this study.) Also included in this Appendix are numbers of questionnaires distributed, and response rates of faculty and user samples.

regional, public/private, and area focus variables, and although our selection was not based on the degree of participation, all but one of the Centers we visited was a full participant in the study. During each of the site visits we interviewed a representative of the university administration, the Director, the Outreach Coordinator, and three faculty members. The selection of the faculty members was left to the Directors and Outreach Coordinators; our only requirement was that one faculty member be a participant in the Center's formal Outreach Program, one be a non-participant, and one be involved in professional work of an outreach nature (outside of the university) but not as part of the Center's program.

The distribution of the sixty-four respondent Centers according to World Area focus and total Title VI funding for the years 1976-1981 is as follows:[2]

| World Area | Number of Centers | Allocation |
|---|---|---|
| East Asia | 10 | $5,423,346 |
| Russia/East Europe | 10 | 5,007,500 |
| Middle East | 9 | 4,127,643 |
| Africa | 9 | 3,827,000 |
| Latin America | 9 | 3,691,387 |
| South Asia | 6 | 3,151,500 |
| Southeast Asia | 2 | 1,224,000 |
| Western Europe | 2 | 779,000 |
| International[3] | 3 | 1,156,454 |
| Other[4] | 4 | 1,650,440 |
| TOTAL | 64 | $30,038,270 |

Approximately 4½ million dollars, or 15% of the total Title VI funding for 1976-1981, was required by federal regulation to be invested in the outreach effort.

2. These figures are based on information we received from the U.S. Department of Education, Division of International Education.
3. Includes two International Centers and the Center for the Analysis of World Food Issues at Cornell.
4. Includes two Centers for Canadian Studies, one Center for Uralic/Inner Asian Studies, and one Center for Pacific Island Studies.

Survey Questionnaires

As mentioned in the previous chapter, we perceived the outreach function to be one of communications. We designed an interactive process model to reflect that perception, and each of the four questionnaires used in this survey constitutes an interlinking, component part of that model's structure.[5]

The Director and Outreach Coordinator questionnaires are concerned primarily with the following elements:

- .Structural organization within the Center, and the Center's place within the university
- .Identification and use of human, financial, and "in-kind" resources
- .Strategic planning and implementation activities
- .Program development, including the preparation, development, and dissemination of curriculum materials
- .Marketing and advertising operations
- .Procedures for program evaluation

The Human Resources questionnaire was designed for completion by all Directors and Outreach Coordinators, and all Faculty members either affiliated with the Center's core program or specifically identified as active particicants in the Center's Outreach Program. The questions were devised, first, to gather information on the academic or professional resources of each Center. Second, they sought to ascertain the nature and extent of Faculty involvement in outreach activities and the preparation of outreach materials. The effect of a formal outreach program on faculty activities outside of the academic community was a further concern. Finally, they sought to identify the variations of opinion among Directors, Coordinators,

5. See Appendix B for sample questionnaires, numbers disseminated, and response rates.

and Faculty regarding the priorities of an outreach program and the obstacles to its implementation.

The Client/User questionnaire forms the fourth part of what we believe to be the basic communication system underlying a successful outreach effort. It was designed to elicit information which would more clearly define the apparent objective of the 15% mandate: to meet "national needs." Quite simply, we substituted "Client/Users" for "needs" and devised the questions to determine some very general points. If, in fact, there are any needs, then in which constituent groups did those needs exist? To what extent did those needs contribute to the planning and evaluation of programs which, ideally, should be designed to meet those needs? How might those needs, if they are being met to some degree, be better and more efficiently met by the Centers?

For one constituent group, elementary and secondary school (K-12) teachers, the questions were very specific regarding their use of curriculum materials, and their knowledge of and response to the availability and effectiveness of Center programs and services.

Structure

Only 14% of Title VI Centers have academic department status. The largest number (34.9%) are organized as part of an international studies umbrella unit within the university, with an additional 19% of the Centers operating as independent research branches. Of our sample, 12.7% are members of a consortium, 12.7% are partners in joint center arrangement, and the remaining 6.4% are involved in some other organizational scheme.

Of the sample, 96.8% have received Title VI funding since 1973, the year when the Office of Education first began showing signs of interest in the idea of Center-based outreach activities. Thirty-four percent of that number have been funded for more than twenty years.

The majority (79.4%) of Center faculty have academic department appointments, with one Center (1.6%) reporting its faculty as Center-appointed, and 12 (19%) have both academic department and Center appointments. Nine of the Centers report having little or no influence on academic department decisions, with 42.8% reporting strong to very substantial influence. In contrast with the majority of Directors (71%) who are accountable to academic superiors, 29% (18) of the Directors report directly to the vice presidential or presidential level within the university hierarchy. Although difficult to substantiate from the questionnaire data, it is possible that these Directors have greater support from their university administrations for Outreach activities. (It is suggestive that, of the nine Centers which report to the provost level or higher, four are East Asian Centers, that class of Centers which has received the

largest Title VI funding allocation, and that group which shows the most substantial fund-raising success among foreign governments and corporations. We can find no clear cause-and-effect relationship between these facts, however.)

The wide variety of organizational schemes, length of funding, reporting hierarchy, and academic influence makes it difficult to pinpoint those structural factors which perhaps have impeded or enhanced the development of strong outreach programs. However, one factor which we found to be perhaps the most significant in contributing to the effectiveness of outreach, and which cannot be measured by our survey instruments, is the strength of leadership on the part of the Director. It appeared to us, as a result of our site visit interviews, that the one element which allows Centers to transcend their academic perspective and their native resistance to outreach -- in order to mobilize their resources, and engineer programs for extra-university, non-academic people -- is the personality, enthusiasm and commitment of their Directors. Leadership qualities, and the feelings which those qualities engender in others -- and the structures which those feelings create -- cannot be compensated for on any level in an outreach operation. They constitute the sine qua non of a Center's energy and lend inspiration, support and consistency to the outreach work of the Outreach Coordinator and faculty.

In some cases where clear Director leadership is absent, the strong personal interests of the Outreach Coordinator seem to shape the substance of the outreach program, with only tacit consent from the Director. Director involvement clearly influences academic faculty participation in Outreach as well. Depending on the

objectives of the program, a Director's "hands-off" policy could be interpreted as either the most efficient way of administrating a limited outreach effort (although it underutilizes Center resources), or a reflection of general lack of interest on the part of everyone but the Outreach Coordinator. In either case, the low-level status of the Outreach component, in those Centers in which it appears, underscores the lack of strong or committed Director leadership.

According to our data, however, and as reported by the Directors, there is a high degree of active cooperation and collaboration by Directors, Coordinators, Faculty, budget officers, and -- for 53.1% of the Centers -- Client/Users in the planning of the Outreach Budget and/or Programs.

| Positions Responsible for Planning | Outreach Budget | Outreach Program |
|---|---|---|
| Director | 98.4% | 92.2% |
| Assistant Director | 7.8 | 14.1 |
| Outreach Coordinator | 92.2 | 95.3 |
| Faculty | 31.3 | 57.8 |
| Budget Officer | 35.9 | 0 |
| Staff | 35.9 | 40.6 |
| Users | 0 | 53.1 |
| Other | 9.5 | 17.2 |

Based on our data which shows numbers and kinds of part- and full-time positions at the Centers, and coupled with what we consider to be a high percentage (68.2%) of Outreach personnel attending faculty meetings, there appears to exist a strong communications network in operation at the majority of Centers -- a network which presumably taps the ideas, considered judgments, and skills of both academic and administrative personnel. These people constitute the human resources of Title VI Center Outreach Programs: the planning, financing

and conducting of outreach is, for a majority of Centers, the result of their joint efforts. Who are they, and what do they do?

Resources

I. HUMAN

As mentioned in a previous chapter, Title VI Centers, with one exception, are primarily administrative units. They tend not to be academic departments. Prior to 1976, the administrative responsibilities of the Centers were restricted to creating advanced training and research expertise, and all Center-affiliated faculty (including the Directors) performed these traditional university functions reinforced by the university reward system.

The 15% mandate, however, implied the establishment of a new position to organize and conduct the outreach program under the leadership of the Center Director. This position, that of Outreach Coordinator, has been largely supported by Title VI funds since its inception and has, in some respects, been plagued by those very factors which have undermined the overall effectiveness of outreach programs. A majority (52.6%) of the Director respondents indicated that over 50% of their Outreach Coordinator's salary is funded by Title VI. The dependency on Title VI is particularly high for reporting West European Centers (100%), African Centers (83.3%), South and Southeast Asian Centers (71.4%), and Russian and East European Centers (62.5%).

Those Center Directors who completed the personnel table portion of our questionnaire indicated that the Centers are considerably understaffed. Half (50.8%) of Center Directors have no full-time clerical staff; 45.9% noted no part-time clerical positions, and

37.7% have only one part-time clerical position. Most (86.9%) of Center Directors indicated no full-time graduate assistants, and 62.3% no part-time graduate assistants. Six of the Directors employ a full-time curriculum consultant, and four, a part-time curriculum consultant. (Three of the full-time curriculum consultants are located at African Centers.)

At the same time, there are two other important factors which inform the working framework of the typical outreach coordinator. First, there is periodic job insecurity induced by the uncertainty of refunding the Title VI grant. Then there is the low pay: even by university standards, coordinators are paid only modestly and some of them are paid for "half-time" work (but work long hours beyond). Our data suggests, further, that the Outreach Coordinator has had extremely limited resources with which to administer a program of broad and diverse activity. We question how even the most creative coordinator can be engaged in the writing and publishing of newsletters, press releases and articles; organizing and staffing workshops; writing grant proposals; designing advertising and marketing programs; establishing linkages with intra-university professional and education schools and national organizations; interacting with national, state and local government officials; coordinating Client/User requests with Center program capacities and faculty time schedules and interests without full or part-time clerical and research assistance, professional pay for professional work and some sort of job security.

Even so, the foregoing list of Outreach Coordinators' responsibilities is incomplete but perhaps it suggests the range of skills necessary to effective performance. As the data in the following

chart indicates, the academic credentials of Coordinators are impressive. In many cases, they approach those of an Assistant Professor's within the academic hierarchy. But there are additional talents which have been needed for strong and effective performance: a blend of conceptual,communicative and administrative skills in order to mobilize faculty expertise and translate scholarship into "products" which are relevant, practical and useful to the non-academic audience.

An outreach program requires -- in fact, demands -- the active involvement of a Center's faculty in both the planning and realizing of its objectives. Beyond research, faculty members provide credibility, continuity and moral support to the Outreach Coordinator. Some programs have managed to operate with only limited faculty involvement, but the more successful of these have a clearly defined objective which heretofore has excluded much faculty participation or input. For example, one such program stresses primarily precollegiate in-service teacher training which is conducted by the Outreach Coordinator with the aid of professional curriculum consultants. Another program appears to view itself as a broker or entrepreneur in putting people in touch with each other as the occasion arises; in a word, helping to create networks. In these two examples, faculty participation would perhaps be superfluous.

For most of the programs, however, the working relationship of the Outreach Coordinator and faculty members, inspired by the participation, leadership and encouragement of the Director, is crucial to "success". The 15% mandate, in effect, implicitly called upon Centers to organize formally and make use of those advanced study

and research resources they had been developing since 1958, and, with regard to human resources it implied organizing faculty expertise to achieve a common objective.

In devising the Human Resources Questionnaire, we attempted to find out the extent of the Director's and Outreach Coordinator's success in mobilizing the skills and energies of their faculty, and thereby measure the impact of a formal outreach program on the extra-classroom activities of faculty members. For example, we assumed that academics in the normal course of their professional careers would reach such audiences as "general public" through lectures and panel discussions and extra-university higher education students through guest lectures at other colleges. We were looking for new services that faculty have provided since 1976, a different kind of professional involvement that we might ascribe to the existence of an outreach program.

The opportunity to distinguish between the activities of participating faculty in outreach programs and general Center-affiliated faculty came about quite by chance. We requested that each Center send us a list of participating faculty only. Some Centers complied, others were unable to and forwarded us a general list of all faculty associated with their Center's core program. (Hence, the categories "Participating Faculty" and "List Faculty.")

Over half (54.3%) of responding faculty members indicated that they participated in their Title VI Center outreach program and 63.5% of these indicated their participation is voluntary. Of the one-half who indicated they participated, 71.4% were of the "Participating Faculty" category. About half (45.1%) responded that they did not

participate in outreach (and some added that, in fact, they had never heard of it).

It appears evident from the data, as illustrated in the chart below, that the greatest impact of a formal outreach program on faculty activities has occurred in the K-12 constituent group. Twenty-four percent (23.9%) of "Participating Faculty" respondents have prepared print materials for a K-12 audience; 33% have addressed K-12 assemblies (as contrasted with 19.4% of respondent "List Faculty"); and 28.6% have conducted in-service workshops (as contrasted with 18.7% of "List Faculty"). In addition, 15.9% of "Participating Faculty" responding indicate in-service workshops as among the three most important outreach services that can be provided. Not surprisingly, "Lectures" appears as the most frequently cited service for faculty and Directors, and, with the exception of in-service workshops, for the Outreach Coordinators as well.

OUTREACH MATERIALS PREPARED AND SERVICES PERFORMED

| ACTIVITY | DIRECTOR | COORDINATOR | FACULTY | |
|---|---|---|---|---|
| | | | Participating List | General List |
| MATERIALS | | | | |
| .Preparation of Outreach Materials (for non-college audience) % yes | 59.3% | 77.4% | 48.7% | 45.7% |
| .Primary Materials Prepared (by constituent group) | 44.4% (public AV)<br>25.9% (public print) | 60.5% (K-12 print)<br>44.7% (K-12 AV) | 42.3% (public AV)<br>26.9% (K-12 print) | 42.8% (public AV)<br>33.2% (public print) |
| SERVICES PERFORMED | | | | |
| .present public lectures | 92.3% | 77.4% | 78.6% | 74.0% |
| .address K-12 assemblies | 33.3% | 64.2% | 33.0% | 19.4% |
| .conduct in-service workshops | 45.1% | 83.0% | 28.6% | 18.7% |
| .evaluate K-12 materials | 17.6% | 67.9% | 8.0% | 7.1% |
| .assist museums | 17.6% | 49.1% | 18.8% | 15.8% |
| .provide bibliographic assistance | 68.6% | 83.0% | 56.3% | 43.0% |
| .consult international business | 45.1% | 41.5% | 25.7% | 23.3% |
| .visit other campuses for lectures | 86.5% | 62.3% | 74.3% | 65.8% |
| .appear on radio and t.v. | 72.5% | 45.3% | 50.4% | 41.2% |
| .consult government | 62.7% | 37.7% | 34.5% | 33.5% |

| RANKING | DIRECTOR | OUTREACH COORDINATOR | FACULTY | |
|---|---|---|---|---|
| | | | Participating | General |
| First | 37.8% (Lectures) | 50.0% (Inservice) | 27.0% (Lectures) | 31.1% (Lectures) |
| Second | 17.5% (Television appearances) | 17.1% (Lectures) | 17.1% (Lectures) | 15.7% (Visit colleges) |
| Third | 23.7% (Consult with government) | 30.6% (Lectures) | 17.2% (Visit colleges) | 10.3% (Consult gov't) |

It appeared in our interviews that the initial resistance to the notion of outreach among faculty members has diminished somewhat. Eighty percent (79.4%) of those faculty members who participate in their Centers' outreach programs do so without compensation. One-fifth (20.6%) indicated that they are compensated in some form or other -- either financially, or with a lighter course load, or by acquiring "points" towards tenure and promotion. This last incentive is infrequent among responding faculty (3%) but it is some indication that perhaps incentive is being given for contributing to the development of what is essentially a frontierland in education. At the very least, the influence of university faculty, with respect to K-12 education, is being felt at the state and local levels.

In the evaluation of K-12 learning materials, there appears to be a minimum of academic faculty involvement. We cannot determine from our data whether the low frequency of service (7.1%-8%) in the evaluation of materials is due to lack of faculty interest, lack of Center promotion regarding the availability of such a service, or lack of interest on the part of Outreach Coordinators in initiating faculty involvement. For the Outreach Coordinators themselves, neither the preparation nor the evaluation of materials was ranked as being of one of the top three services a Center can provide to Client/Users although two-thirds (67.9%) of Outreach Coordinators stated they do evaluate K-12 materials, 60.5% prepare K-12 print materials, and 44.7% prepare K-12 audiovisual materials. Apparently, there seems to be a high percentage of Outreach Coordinators spending a good deal of time on very time-consuming activities

which they do not consider to be of great significance. Regardless of the apparent discrepancies in the Coordinator's responses, however, the absence of consistent academic expertise and judgment is verified in the majority of curriculum materials which were evaluated as part of this project. (See Chapter 4) It seems to us that, if Outreach is to be a meaningful university activity, it is the responsibility of Outreach Coordinators (and Directors) to "sell" the idea of outreach to their faculty, especially when the strengths of the core programs should be reflected in the outreach component. If a Center's academic resources are not utilized, the quality of its programs and materials will suffer.

The ability of the Outreach Coordinators to organize and communicate program needs within the Center is dependent on a variety of factors. First is the presence, or absence, of a clearly defined job description which reflects not only the seriousness with which Director and Faculty perceive the Coordinator's position, but also indicates quality of organizational planning and basic agreement as to what the outreach objectives are, and which qualifications will best serve the outreach function. While the absence of a job description may add flexibility to the selection process, it also tends to make the position something less than professional. In 62.3% of the responding Centers, the position of Coordinator has been filled by former graduate students, a practice which, it would seem perpetuates the student-teacher structure and creates a low professional status profile for the outreach effort. Although many Outreach Coordinators have impressive academic credentials, they do not hold, for the most part, academic positions. As in any peer group, a

vocabulary of communication exists which, ipso facto, excludes the non-member. If Coordinators remain on the fringes of Center credibility, operating either with the image of "former graduate student" or somehow as distinct from the mainstream of the Center's purpose, how are they successfully to obtain substantial faculty commitment, both in time and content?

Secondly, the ad hoc nature of many outreach activities, themselves the result of a lack of long-range planning and integrated effort, is often unattractive to the academic "disposition." The personal satisfaction which comes from research and teaching -- the discovery, invention or transmission of knowledge, the dynamic and evolving process of educating and of being educated -- and the continuity and sense of contribution which these traditional academic endeavors provide -- has often been missing from the outreach programs. Although the data shows that a relatively high percentage of responding faculty are actively involved in providing service outside of the classroom, whether on their own or as a "representative" of the outreach program, it would seem logical that a consideration by Center administrators of those elements which bring personal and professional satisfaction to their faculty members might well harness their energies and interests and insure on-going commitment. Faculty needs (and skills) must first be known in order to match their skills with the Client/User needs of an outreach program. A communication system within a Center is no less important than effective communications with a prospective new target audience.

We asked Center Directors to indicate those qualifications which they thought to be most important in the hiring of an Outreach

Coordinator. According to the data, the Directors perceive the position as basically an academic one. Although 51.7% ranked administrative experience as the second most important tool in outreach work, only 22.5% of those responding indicated that marketing and communications experience was an important credential (with 5.2% ranking it as #1).

DIRECTORS' CRITERIA FOR OUTREACH COORDINATOR POSITION

| Qualifications Important to Outreach Coordinator Position | % of Responding Directors N = 58 |
|---|---|
| M.A. in Center's area focus | 56.9% |
| Administrative experience | 51.7% |
| Materials-development experience | 35.2% |
| Precollegiate teaching | 32.6% |
| Ph.D. in Center's area focus | 25.9% |
| Field Research experience | 25.9% |
| Curriculum consultang experience | 24.1% |
| Marketing experience | 22.5% |
| Other (eg., contacts with community and business networks, previous Outreach Coordinator experience, etc.) | 19.0% |
| University teaching | 5.1% |

For the most part, Outreach Coordinators meet and even exceed their Director's criteria regarding job qualifications: 37% of Coordinators have Ph.Ds, with 63.6% and 34.9% having teaching experience at the undergraduate and graduate levels, respectively. (10.3% of respondent Directors indicated precollegiate teaching experience as the first credential necessary for Coordinator, yet 54.8% of Outreach Coordinators indicated precollegiate teachers to be their primary constituent group. Thus it would seem that many of the Coordinators are <u>academically</u> overqualified for the work they

are required to do, although perhaps some of them are professionally underqualified for working with non-university constituencies, especially K-12 education. This mismatch could be an example of a lack of clearly-defined objectives and operating procedures on the part of the Center Director, but in any event it is clearly a contributing factor to the frustration felt by many Coordinators. It is important to note, however, that the round peg is fitted into the round hole in practice: while the criteria set by Directors are not met in practice, the Coordinators who work with K-12 audiences for the most part indeed do possess the credentials necessary to be effective at that task.

Similarly, one of the most impressive programs both in professional content and in effectiveness of dissemination is being conducted by an Outreach Coordinator who lacks an area studies degree but has an advanced degree in communications. That program draws on the acadmeic expertise of a cross-section of faculty members throughout the university (depending on the theme of the event), creates an on-going and expanding network of ethnic and professional organizations in the planning and promotion of its programs, and organizes and stimulates media coverage on the state and national levels. All of this is outstanding, considering the fact that the outreach program receives no specified allocation in the Center's Title VI budget, is subject to changes in program focus due to rotating Directors, and must concentrate a substantial amount of its human resources on the writing of grant proposals. While the program content is limited to primarily that of Fine Arts and the Humanities -- perhaps to the disappointment of the social scientists -- and addresses the general

public constituent, it remains a good example of effective outreach performance by a coordinator without academic credentials in area studies, and, ipso facto, faculty members must contribute their expertise in order to insure academic content.

This is merely one example of an arrangement that can be made to suit the particular outreach interests of a Center. Whatever Center arrangements, the critical factor seems to be clear definition of purpose, identification of the skills and talents of its personnel, direction to achieve agreed-upon objectives, and leadership on the part of both Director and Outreach Coordinator.

We interviewed a wide selection of faculty members with varying views of the nature of "outreach." We sought to weigh the "burden" it places on them without commensurate reward, the ways in which outreach "tasks" are presented to them, which make them seem unattractive, and the awareness or unawareness of even the existence of a formal outreach program. Similarly, we interviewed Outreach Coordinators who expressed frustration at being refused professional status for what they do, failure at being unable to inspire continuing support and involvement from their Directors and faculty. We also met many who were very successful at this. Similarly, we interviewed Directors who complained of Washington's confusing and restricting guidelines and ignorance of factors unique to this particular program, their inability to determine Client/Users needs and how to meet them, their need for university administration support for their programs and their faculty. And, similarly, we interviewed university administrators who expressed concern that concentration on outreach would affect the quality of the core programs in

teaching and research, that directing university academic energies to addressing the general public was superficial, that scarce financial resources must be restricted to the primary function of a university center.

All of these concerns are genuine and very real. But the fact remains that many Centers have been able to transcend these very same problems by establishing a communications sytem which defines, acknowledges, supports, and draws on the skills and resources of its members within clearly defined perimeters. Cooperation and interpersonal communication are essential when financial resources are lean, and very often require a restructuring of the ways in which an objective is reached. Certainly "mind sets," as one California university professor remarked, prevent people from solving problems imaginatively, from approaching old problems in new ways.

There seems to be basic agreement among many of the Directors, Outreach Coordinators, and Faculty as to the major obstacle in planning and conducting an outreach program. As the data indicates, the lack of adequate finanical resources is the most frequently perceived obstacle among all groups of respondents. Centers recognized five years ago, when they were invited to respond to the outreach regulations, that 15% was not sufficient to conduct a serious outreach effort.

| OBSTACLES | DIRECTOR N=58 | OUTREACH COORDINATOR N=51 | FACULTY N=413 |
|---|---|---|---|
| Insufficient Funds | 48.9% | 58.8% | 42.8% |
| Center Organization/ Leadership/Communication | 2.2% | 2.0% | 8.7% |
| Center Staff - Understaffing | 10.9% | 15.7% | 7.3% |
| University Administration Lack of interest/lack of moral support/lack of release time/ miscellaneous incentives | 15.2% | 2.0% | 19.4% |
| Washington Changing guidelines Overly restrictive regs. Short funding cycles No substantive feedback of application (grants) No designated outreach allocation | 10.9% | 13.7% | 2.2% |
| Lack of Audience for Center resources (lack of interest by teachers, lack of State Education Department mandate for international studies) | 17.4% | 13.7% | 2.2% |
| Demands of teaching/research, lack of faculty interest | 8.7% | 3.9% | 6.8% |
| Other (including frequent change in Directors, lack of Center staff qualifications, lack of time) | 10.9% | 15.7% | 7.5% |
| Do Not Know | 0 | 0 | 14.5% |

Aside from the material obstacles, however, the data appears to suggest that lack of genuine interest in outreach (lack of interest as reflected through lack of action) -- whether on the part of university administrations, Washington staff, time-pressed faculty members, or potential Client/Users -- constitutes one of the problems which Directors and Coordinators have confronted in trying to administer a program. For the most part, those items listed as obstacles are related to communications in some form or other. Examples of this include inability to identify an audience; minimum assistance from Washington in giving constructive criticism on Centers' proposals and some indication of an appreciation of limited resources, and the havoc which changing guidelines can create; refusal by university administrators' "mind sets" to provide substantive ongoing support and understanding of the new and unique role which Title VI Centers have been forced to assume by mandate, and their lack of vision in forcing Centers to operate, in virtually foreign territory (targeting Client/Users, marketing, etc.), without institutional support. Many Centers, particularly those in the Midwest, appear to have established very effective communication systems between themselves, their university administrations, and their Users. However, even they do not appear to make very much use of their faculty members and seem to operate in some ways more as a small entrepreneurial effort of the few, rather than a concerted endeavor by the many. This approach, however, may be the key to their success in the short run.

Which in-Center variables directly related to communications might affect the long-range success of an outreach program? Concentrating only on Center organization as it relates to people, we suggest the following ideas for consideration to improve communications and, therefore, effectiveness:

1) Strengthen Director leadership and commitment to Outreach and make that commitment known to faculty and administration through efficient management of human resources.
2) Professionalize the position of Outreach Coordinator by clearly defining, in writing, the job, its qualifications, its objectives, and its place within the Center and university organizational structure. This definition should be approved by the university administration so that, through approval, the university becomes involved in the outreach component and leads credibility to the administrative professionalism of the position. It also lays some of the groundwork for acquiring university funding for the position in the future, and allows the position to survive the rotation of individual Directors.
3) Hold informal biennial brainstorming sessions with the entire faculty, and perhaps extend open invitations to faculty from other departments and professional schools, so that new and diverse approaches and ideas are allowed to come into play, and contribute to the design and growth of the long-range program. Involve faculty by involving their natural, creative problem-solving abilities, and their natural propensity to order and structure information.

4) Define outreach structurally, both in content and means of delivery. There seems to be little point in creating national networks of dissemination if the difficult task of definition has not been accomplished. The same people, with the same approaches, sharing the same ideas, leads only to stagnation.

5) Following the results of brainstorming with an initial structure decided upon, design and conduct a preliminary, formal written survey which will identify the unique skills and interests of the faculty (brainstormers) and the resources of the university (both materials and personnel), so that both may come to inform the outreach function and give it substance. This, too, has to be a continuing process and must provide feedback to the participants so that they can perceive the larger function of which they are a part. The activities in which they are asked to participate, be they short- or long-term, must bring satisfaction.

6) Under the direction of the Director, and perhaps with regularly scheduled meetings with a faculty and university committee, the Outreach Coordinator should use her/his skills as "interpreter" to convert scholarship into practical and educational information. Depending on the program's objectives, the committee might consist of people for academic content, graphic design and publication, communications, selected 7-12 teachers, etc. -- if the objectives were the preparation and production of pre-collegiate materials. For this role the Coordinator must know the capacity of the Center's "computer" (the sum total of Center resources, as well as resources available outside of the Center),

and design a software program that makes use of that capacity, but with targeted objectives as the guide. We are suggesting that the position of Outreach Coordinator is being grossly under-utilized if it is perceived and supported as merely an add-on to faculty activities (visiting colleges, giving public lectures, and the like), or as a vehicle for pursuing one's own personal interests. The Outreach Coordinator is, in many respects, the designer of software programs -- the middleman between the "computer" and the layman (market or audience) and requires much broader, and perhaps newer, skills than the traditional academician. In a very real and practical sense, converting scholarship resources demands critical thinking skills for both reduction and construction, combined with a keen sense and informed mind as to what is, and what is not, important to the non-academic world. The business of definition, and the development of the definition, is the hard task at hand. Only when this basic work is begun and the initial results disseminated can we even begin to think about the impact of outreach.

With a little imagination, less myopia, and a far greater attention to communications and people at all levels of academic life, a Title VI Center can create the resources it needs to compensate for lean finanical years, and, in fact, nurture those resources which are indispensable to its operation: people.

II. FINANCIAL AND IN-KIND SUPPORT

We began with the assumption that the addition of the outreach function to the scope of Title VI Center responsibilities would have created a financial strain on the Centers' budgets.

Assume, for example, that a Center's average Title VI grant for a fiscal year was $75,000, 15% of which was required to be spent on an outreach program. How did the Directors spend the resulting $11,250 on their outreach effort? What sources did they tap in order to supplement their limited Title VI funds? Is there an income-producing potential of outreach services and materials, was it perceived by the Directors,and might that perception be reflected in their stated sources of revenue?

These concerns guided us in our formation of questions for the financial section of the Director's questionnaire. One of the questions (no. 27) required detailed information regarding both the variety of funding sources, and the percentage of the Center/Outreach budgets comprised of allocations from those sources. With the data from this question we had hoped to be able to present in this report an accurate accounting of the range and extent of financial support for international education, and indicate the resourcefulness of Directors in financing their respective outreach operations. Unfortunately, due either to the complexity of the question and the amount of time required, or the administrative difficulty involved in completing the separate subdivisions of question #27, much of the data is spotty and inconsistent. Clearly, the question was not understood by many of the respondents, and many of the answers are incomplete. Some general statements, however, can be made.

First, as expected, the 50 Centers which responded in some form to this question depend on a combination of Title VI and University funds as their major source of financial support, with an average of 63.7% of those Center outreach budgets being met by Title VI money.

| BUDGET for | University (avg. %) | Title VI (avg. %) | Total (avg. %) |
|---|---|---|---|
| Center Core Program | 49.360 | 29.460 | 78.820 |
| Outreach Program | 21.760 | 63.706 | 85.466 |

According to our data, the Middle East Centers (followed by the Latin American Centers) appear to have made the greatest success in tapping a variety of financial sources: non-Title VI federal agencies, such as NEH, foreign governments, foundations, and corporations. In addition, more than half of the Middle East Centers which responded to this question indicated revenue from client/user fees, revolving accounts on outreach services and materials, royalties, or the sale of materials.

Regarding this last point on income generated by outreach services and materials, either the majority of the respondent Centers have not yet determined a market for their "products" outside of the academic community (which might be dependent on the current political and economic interest in their world area); or their financial books are not set up in a format which permits a breakdown according to income sources; or they perhaps have not viewed outreach as a profit-making venture. It may well be that the actual dollar amounts generated from outreach programs are miniscule, although one Latin American Center reported during a site visit

interview that a profit in excess of $25,000 had been returned on the sale of a resource manual directed to the national business sector. But the fact apparently remains that the notion of outreach warrenting separate financial consideration or even identification is a rarity among many Center Directors, at least in terms of what they are able to report.

In fact, the apparent confusion or misunderstanding on the part of many Directors as to the reporting of financial sources shows up with a comparison between questions #27 and #28: 18.8%, or 9, of the Center Directors indicated in question #27 that users' fees, royalties on materials developed by the Center, and sales of materials were sources of funds for their outreach program and 12.5% Directors indicated that revolving accounts from Outreach services and materials provided funds for same. Yet in the following question, 52.5%, or 25 Center Directors, reported sales, royalties and user fee income as being available in a revolving fund account.

The purpose of this set of questions was to determine the degree to which the product of an outreach program has generated revenue for the Centers. Unfortunately, the data is useless, except perhaps in illustrating that very little income has been generated from outreach products, and/or that the administrative staff of these Centers do not view outreach as an income-producing operation -- hence the inconsistency of the answers. Sound financial planning, with an attention to the income-producing potential of outreach products and materials, should have been reflected in this data. Instead, the discrepancies suggest, for most of the Centers, a confused and foggy notion of financial management for the outreach component.

While 63.9% of respondent Directors report that they allocate the mandated 15% of their Title VI funds to outreach, a surprisingly high 16.4% (or 10) indicate they spend between 21 and 35% on their outreach program. One of these latter Centers, however, conducts the barest minimum of an outreach program in terms of Center expenditures for any item other than "library resources," and yet the acquisition of library resources is not stated as an objective of their outreach programs in another part of the questionnaire!

How do the Centers allocate their total budgets and their Title VI funds for outreach? It was the intention of the Department of Education that 15% should represent the minimum allocation of Title VI and hopefully be supplemented by other Center resources.

| Outreach Allocation % | Title VI Budget (61 respondents) | Total Center Budget (57 respondents) |
|---|---|---|
| 0 - 10% | 8.2% (5) | 38.6% (22) |
| 11 - 20% | 63.9% (39) | 43.9% (25) |
| 21 - 35% | 16.4% (10) | 14.0% (8) |
| over 35% | 11.5% (7) | 3.5% (2) |

Interestingly, those Centers which indicate an "over 35%" allocation of Title VI funds for outreach, or the two Centers which indicate "an over 35%" of Center budget for outreach, did not produce any different Client/User response rate, or quality of response, than those Centers which spend only the required minimum on the outreach component. Their responses suggest that they perceived our question differently, including in outreach funds which others did not.

Overall, Centers spend the highest percentage of their outreach budgets on staff salaries, and the lowest percentage on adversising and promotion costs.

| N = 52<br>Budget Item | Mean Allocation % |
|---|---|
| Staff salaries | 43.212% |
| Faculty honorariums/travel | 13.596 |
| Library resources | 12.750 |
| Production of materials | 8.962 |
| Advertising and promotion | 5.365 |
| Telephone and postage | 5.904 |
| Other | 9.788 |

In our judgement if outreach were perceived as primarily a communication operation, there would be a proportion greater than 1/20 of the Centers' outreach budgets allotted to advertising and promotion of resources. In addition, less than 10% of the average Center's outreach budget is spent on the production of materials, and it is "materials" which serve as the concrete product of Center outreach efforts. Production as well as distribution is a part of the dissemination process, if product and not only service is to be included in the definition of "outreach."

Perhaps collaboration offers fertile ground for maximizing limited resources in both the product and service areas. Forty-two of the Centers have working relationships with intra-university departments in collaborating on programs, and through this collaboration disseminating their resources. In addition, however, and perhaps more importantly, many Centers have participated in collaborative projects with organizations outside of the academic community -- an effort which increases available resources and guarantees wider audiences.

Although "networking" for these Centers has existed primarily within the traditional channels of academia -- educational and cultural organizations -- many Centers have been able to connect with the information, business, and ethnic minority sectors on local and national levels. The following data illustrates the traditional academic disposition to remain within an academic communication network, but it also shows a strong and positive effort being made by the Center Directors to reach-out, as it were, to non-academic colleagues who share either common interests and/or realize the advantages to be gained from collaborative ventures:

| Collaboration with: | % of Centers N=61 |
|---|---|
| Museums | 52.5% |
| Libraries | 45.9 |
| Newspaper/Magazine Publishers | 23.0 |
| Television/Radio Stations | 52.5 |
| Community, Voluntary, Religious Organizations | 41.0 |
| Ethnic or Minority Organizations | 26.2 |
| Local Business Firms | 16.4 |
| Other Universities | 50.8 |
| Other Title VI Centers | 41.0 |
| Other Departments of University | 68.9 |
| Educational Organizations | 42.6 |
| National Organizations (other than educational) | 36.1 |
| International Organizations | 4.9 |
| Other | 3.3 |
| Not Applicable | 9.8 |

Although we are not able to determine the quantity or quality of university assistance in terms of actual dollar value, our data indicates that more than two-thirds of the Title VI Centers are receiving a broad range of institutionsl support, with the greatest number of Centers reporting "office space" (59), "library resources and materials" (53), and "personnel" (45) contributions. More surprising, in the crucial communications support areas -- consultant

services, technical assistance, media/public relations, and mailing privileges -- less than one-half of the sixty-two reporting Centers indicated university support.

Were all of the universities at which Title VI Centers are located more strongly committed to the idea of outreach, and to the financial promise which it appears to hold, university communications expertise might be more evident in the process of conducting an outreach program. It appears that university support for the most part, and for all intents and purposes, has been strictly academic.

Operations

We have presented in the foregoing sections a general overview of those factors within the university and Center which we believe have affected the establishment of outreach programs:

.organizational structure
.decision-making processes
.human and financial resources
.in-kind support

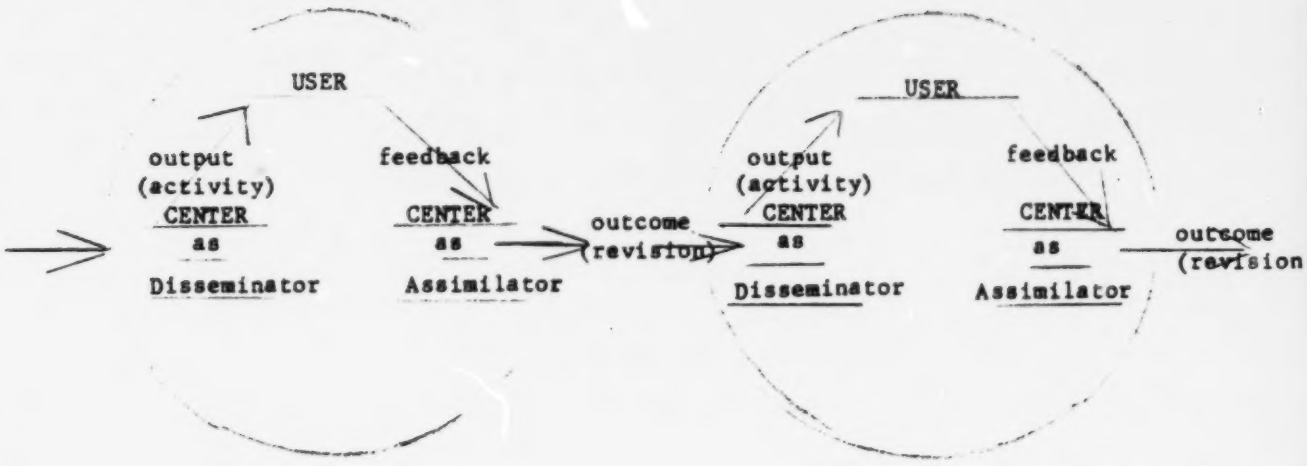
This section is devoted to the process of conducting outreach -- that is, how Centers go about: implementing their objectives and strategies; identifying their constituencies; utilizing and sharing their resources; producing and disseminating their programs, materials and services; establishing networks; creating working relationships with their Client/User population; and establishing evaluation procedures in order to assess the effectiveness of their outreach efforts.

Our approach to an examination of Center operations is based on our belief that the outreach mandate, in compelling Centers to enter the marketplace, also required the Centers to submit to the discipline of that marketplace. In essence, the mandate imposed a

three-fold function: 1) to determine their "product" (that is, what they had to "sell"); 2) to identify the "buyers"; and 3) to evaluate their "product" in terms of "buyer" demands.

The problems which arise in treating educational programs and services as marketable commodities subject to the same conditions which govern commercial enterprises is not at issue in this report. However, the federal mandate for outreach in international education has raised an interesting point: how does an organization with teaching and academic research skills conduct itself in the areas of marketing and communications? How does it sustain a dynamic, on-going program -- one which is sentitive to the needs of its environment?

First, it appears that those Centers which have created an open system, which have seen their role both as provider (disseminator) and receiver (assimilator) of information, have been the most successful in creating and maintaining productive relationships with their audiences. Feedback and evaluttion mechanisms are an integral part of Center operations. In fact, receiving and assimilating information about their programs and activities both in content and form, and revising/modifying/revamping accordingly, leads naturally to the next dissemination phase. The product of this phase is, in turn, open to evaluation by the Users and, in turn, leads to the next activity.




This natural evolving process is cyclical, and places the responsibility for the development of outreach programs on both the Center and the Client/User with each part alternating roles as provider and receiver. It allows the Center to draw on the expertise and skills of its Client/Users and thereby increase its resources. On the other hand, the Client/User has his/her (or its) needs defined and structured by Center expertise. Both need each other. If Centers perceive themselves as solely providers or disseminators, the programs will become static. Within this perhaps ideal framework, therefore, we proceed to a description of the actual workings of Title VI Center Outreach Programs.

Functions in Operation

In the beginning of this report we stated that each of the four survey questionnaires (ie., the specific respondent groups) serve to provide the interconnecting links in what we consider to be the architecture of a communications system for Title VI Outreach Programs. Therefore, we include Client/User data in this chapter on

Center operations because we believe that 1) the Client/User function is an integral part of Center outreach operations; and 2) the Client/User response data can provide some measure of validation as to who the Centers believe they are reaching and what they believe themselves to be providing.

The Center Directors responded to our request to state their program objectives by categorizing those objectives into constituent groups (that is, target audiences). They then indicated the strategies and activities which their Center employs in order to meet those objectives. Likewise, the Outreach Coordinators indicated their Centers' principal audiences, and provided us with detailed information as to how they go about identifying, implementing, and evaluating their Centers' programs and services. They also provided us with either one of two kinds of "audience" lists whichever was the most convenient for them: a general Center mailing list, or a User list which contained the names of people they identified as specific users of or participants in the Centers' programs and services.* Our Client/User data, therefore, includes the respondents from both lists, and our sample was based on a random selection from those lists.

The Client/User participants in this survey completed the questionnaires within the framework of the following definitions: "Client/Users" were defined as those persons who utilize Center resources and who work or attend school outside of the university at which the Center is located; "Center Resources" were defined as

*As it turned out, there was little difference between the response data for User and general mailing lists with the exception of "User K-12" group. This group, particularly from the African and East Asian Centers, showed a high positive response rate to our questions on use of curriculum materials and acquisition of new teaching techniques.

including, but not limited to --

1) SERVICES
   - Instructional
   - Consulting
   - General Informational

2) ACTIVITIES
   - Panel discussions
   - Public lectures
   - Workshops, seminars, conferences
   - Cultural programs

3) MATERIALS
   - K-12 and college learning materials
   - Audiovisual materials (films, slides, tapes)
   - Printed matter (scholarly papers, bibliographies, publications, fact-sheets)
   - Exhibit collections and artifacts
   - Specialized library collections

Each of their responses, therefore, was structured by these general definitions which were set out in the questionnaire directions. The number of total responses varies from question to question, since not all respondents completed all the questions. Also, 31.4% of the total respondents (806) indicated that the Center's newsletter was their only association with the Center; therefore for our purposes, and according to our directions, they did not complete all of the questionnaire.

Who are these people who have been identified and reached by Title VI Center Outreach Programs? First, in terms of location, 75.5% reside in the same state in which the Center is situated. Approximately 90% have completed academic work beyond the undergraduate level, with 77.6% of these holding graduate degrees. A high percentage of the respondents (68.9%) have foreign professional or educational experience, and an equally high percentage, 69.9%, speak at least one language other than English. In fact, 57.1% of the respondents speak at least one language of the Center's world area. And approximately one-fourth of the respondents have an ethnic

or national heritage which is related to the Center's area focus.

The educational and professional background of the Client/User as a group is reinforced by data which indicates that 93.4% of the respondents learned of the Center and its resources through a professional network, with 80.7% of that number being reached through an educational network. In addition, four-fifths of the respondents attend Center-sponsored programs as a job/profession-related activity, and 52.7% have been Users of Center resources for more than three years, pointing to a more than casual familiarity with Center operations and resources. Only 15.3% of the respondents cite "access to a specialized library collection" as the primary purpose for their association with the Center, so that although a high percentage of this study's Client/User population has advanced degrees and are part of educational networks, independent scholarly research does not appear to be the prime motivating factor in drawing these people to the Center.

This introductory Client/User profile provides a reference point for interpreting the response data from our sample, for it places the user population within a certain professional context that lends meaning and import to their responses and suggestions. That these people are interested in, and support the idea of, Title VI Center Outreach Programs is reflected in what we consider to be a strong response to our questionnaire: 43% of our national sample replied, and many wrote letters and comments regarding their experiences with the Centers. Their interest is genuine; their need to share in Center resources is real. Exactly which constituent groups they comprise is outlined in the chart on "Target Groups."

Identification of Target Groups

Outreach Coordinators have depended on a variety of means to identify their principal Client/Users with the most frequent being actual user requests for services and materials, and the maintaining of records of attendees at Center-sponsored events. More than two-fifths of the Outreach Coordinators have initiated surveys in order to determine potential audiences and their needs, which is also an advantage to a Center's long-range planning, for it requires the Center to take inventory of what exactly it can provide and which resources it can structure to meet the needs of the audiences who are interested. It also eliminates, to some extent, ad hoc activities which do not contribute to Center objectives.

| Means of Identifying Users | Percentage of OC Respondents |
|---|---|
| User requests/services & materials | 95.2% |
| Center records of attendees | 79.0% |
| User response to Center promotions | 71.0% |
| Referrals from other users | 62.9% |
| Surveys of potential users | 43.5% |
| Aquisition of mailing lists | 11.3% |

The above strategies apparently vary according to the group which the Outreach Coordinators are targeting, and have resulted in 51.6% of the Coordinators reporting an average User population of 0-500 people, and 48.3% reporting an active user population of between 501 to over 1000 people. The majority of Outreach Coordinators (64.6%) have outreach user mailing lists of from 501 to over 1000 names. Ideally, they should be updating their lists continually, which 14.5% of them do; 30.6% revise their lists monthly, and 45.2% once or twice a year. More than one-half of responding Outreach Coordinators use perhaps the two most efficient means of updating: periodic purges and address correction requests of the U.S. Postal Service.

A mailing list can be used to categorize Client/Users into constituent groups, thereby targeting specific audiences for whatever the specific program might offer on a specific occasion. This is one of the advantages of creating and maintaining a user list in addition to a general mailing list; the sheer maintaining of it helps to refine a Center's marketing activities and insures some measure of matching program, service, and activity content to audience needs.

The mailing list is also used to disseminate general information about Centers' activities and services: 88.5% of the Outreach Coordinators use direct mail advertising (their own mailing lists) to promote their Centers' outreach programs. The following list indicates the range of advertising tactics which Centers employ to reach new audiences:

| Activity | % of Responding OCs |
|---|---|
| Direct mail advertising: own list | 88.5% |
| Posters/flyers - on campus | 86.9% |
| University newspaper ads | 85.2% |
| Contacts with K-12 school personnel | 77.0% |
| Public service announcements - local media | 63.9% |
| Paid ads in local media | 29.5% |
| Direct mail advertising: others' list | 27.9% |
| Posters/flyers - off campus | 14.8% |
| Newsletter | 11.5% |
| Other | 11.5% |
| Personal contacts | 6.6% |

Use of the media, whether through paid ads or public service announcements, accomplishes at the local or regional level a few important objectives for any outreach program in international education: it opens the door to creating a valuable working relationship with media corporations (for advertising services and future collaborative projects); it introduces the media to the

existence of Center resources (for a more informed and responsible journalism); and it introduces the Center, through mass communications, to general audiences outside the university environment. Even for those Centers which have not selected "General Public" as a target group, using the media to publicize the existence of the Center can help to increase public awareness of the availability of resources in international/language and area studies.

Notwithstanding the above, perhaps the highly specialized nature of much of the Title VI Center resources as they now exist precludes general audience interest, with the exception of cultural programs and panel discussions/lectures in times of international political crises. More than one-half (54.3%) of responding Outreach Coordinators indicated that the average attendance at events open to the general public was less than fifty people, even with 55.2% of Centers holding approximately 50% of their programs off-campus and scheduling them after working hours (on weekends or weekday evenings). On the other hand, those Centers which plan cultural programs in conjunction with local or regional cultural institutions indicate "general public" attendance as being in the thousands. Using the media, therefore, to publicize Center events is important in the sense of promoting general awareness and stimulating inquiries, but attendance will be minimal unless the content of the program is "on target" for the general public. Collaborating with non-academic institutions that have non-academic audiences helps to keep program content "on target." This approach should apply to any of the constituent groups outside of higher education. Within higher education, the problem seems to be one of access rather than content.

Target Groups: Title VI Center Objectives and Client/User Respondents

The following chart is organized according to: 1) the various constituent groups that have been suggested by the Department of Education in its regulations since the inception of 15% mandate in 1976; 2) the percentage of responding Directors indicating the specific audiences which his or her Center addresses; 3) the percentage of responding Outreach Coordinators indicating the specific audiences which his or her Center addresses; and 4) the percentage of Client/User respondents comprising each of those target audiences. The percentages for the Directors and Outreach Coordinators overlap, since all of the Centers have more than one constituent group.

| TARGET GROUP | DIRECTORS | OUTREACH COORDINATORS | % OF USER/ RESPONDENTS (AS GROUP MEMBERS) N = 574 |
|---|---|---|---|
| Elementary/Secondary Education | 74.5% | 70.1% | 28.4% |
| K-12 Administrators | | | 1.7% |
| General Public | 61.8% | 79.1% | 11.1% |
| Higher Education | 56.4% | 55.5% | 40.6% faculty 30.8 students 9.8 |
| Business | 34.5% | 43.6% | 4.7% |
| Media | 16.4% | 24.1% | 2.8% |
| Government | 7.3% | 17.7% | 1.6% |
| Community/Ethnic/Minority Org. | | 48.4%* | 4.7% |
| Professional Organizations | 10.9%* | | |
| Other | 3.6% | 1.6% | 4.2% |
| | | | 99.8% |

*These target groups are unique to the Outreach Coordinator and Director categories, respectively. We assume that the strategies for reaching these groups are subsumed in "General Public" and "Higher Education."

The closest correlation between Director and Outreach Coordinator respondents -- as to which groups are being targeted in their outreach program -- occurs in the educational sector. And the percentages for Client/User respondents who identified themselves as either K-12 or postsecondary educators are consistently high in relation to the Centers' objectives. This perhaps supports the informal comments expressed by a number of Center Directors and faculty members that educators are trained to communicate with educators and to function within educational networks: it is what they know and what they do best. It also reflects, however, an efficient communication system in which agreed-upon objectives can produce results. The fact that the K-12 response rate is surprisingly high is a tribute to the work of the Outreach Coordinators, for it has involved the creation and cultivation of a new network, a network that has in the past been foreign to most university centers.

The discrepancy between the Directors' and Outreach Coordinators' target groups for the other categories suggests a lack of communication among Center personnel. It also suggests that the Outreach Coordinators, one-half of whom are employed part-time, are spreading themselves too thin and addressing too many diverse audiences. If careful attention is given to content, it would seem to be almost impossible to be involved with so many different target groups.

The Outreach Coordinators' principal constituent groups are indicated below according to area focus, and are ranked according to the Centers' priorities. (We had originally thought, in designing the questionnaires, that the location /urban/suburban/rural/ or nature /public/private/ of the Title VI Center university might

influence the target audiences selected by the Centers. However, the data showed no distinguishable pattern existing on any level for these two variables.)

RESPONDING TITLE VI CENTERS - PRINCIPAL OUTREACH AUDIENCES

| Ranking | Africa | East Asia | East Europe | Latin America | Mid-East | South/South-east Asia | Western Europe | Inter-national | Other |
|---|---|---|---|---|---|---|---|---|---|
| | (9) | (9) | (10) | (9) | (9) | (8) | (2) | (3) | (4) |
| 1 | K-6 | 7-12 | 7-12 | public | 7-12 | faculty | faculty | students | 7-12 |
| 2 | 7-12 | K-6 | public | 7-12 | public | 7-12 | students | government | business |
| 3 | public | faculty | commun-ity groups | faculty | commun-ity groups | public | business | public | faculty |
| 4 | faculty | public | faculty | business | K-6 | K-6 | ethnic groups | media | public |
| 5 | commun-ity groups | business | K-6 | K-6 | faculty | students | 7-12 | business | govern-ment |

Implementation of Program Objectives

The strategies and corresponding activities which have been instituted by Title VI Centers in order to reach their target audiences are outlined below. Many of the activities which we listed on the Director's questionnaire have been suggested in the Department of Education's regulations since 1976. We simply expanded the activity suggestions, and included an "Other" category so that the Directors might list additional ways of reaching new audiences. As it turned out, the frequency of the additions was too small -- and the diversity of activity too great -- to include in this report.

Again, the activity percentages for responding Directors overlap, since all Centers engage in more than one activity for each constituent group. The data reported is for the year 1980-81 and suggests that there is an impressive amount of work being done in attempting to disseminate the resources of Title VI Centers. It also suggests, however, that the organizational and communications structure of the outreach programs at some of the Centers is in need of review by those Centers. For example, with 34.5% of the Directors and 43.6% of the Outreach Coordinators having indicated "Business" as a target group, we find that 71.4% of the Centers offered conferences/workshops/seminars addressed to a business constituent. Perhaps the Directors misinterpreted the question, but discrepancies of this kind are scattered throughout the data and suggest both the absence of careful program planning and the presence of substantial ad hoc activity.

| TARGET GROUP | STRATEGIES | ACTIVITIES | % OF CENTERS RESPONDING |
|---|---|---|---|
| Other Institutions of Higher Education | Library Resources | . availability to faculty and students | 88.9 |
| | | . preparation of bibliographic material for distribution | 68.3 |
| | Faculty | . providing faculty as guest lecturers | 96.8 |
| | | . organized workshops/ conferences | 85.7 |
| | | . exchanged faculty | 39.7 |
| | | . videotaped lectures for other faculty's use | 20.6 |
| | Students | . opened enrollment for language courses | 63.5 |
| | | . administered overseas programs for students from other colleges/universities | 54.0 |
| | | . arranged for cross-registration | 39.7 |
| Elementary/Secondary Schools | Advisory Services | . served as consultants to teachers/administrators | 85.7 |
| | | . employed curriculum consultants on staff to work with schools | 36.5 |
| | Teaching Materails | . provided bibliographic assistance | 79.4 |
| | | . evaluated textbooks and other learning materials | 50.8 |
| | | . developed special collection for loan or rental | 68.3 |
| | | . prepared textbooks | 19.0 |
| | | . developed non-book materials | 52.4 |

| TARGET GROUP | STRATEGIES | ACTIVITIES | % OF CENTERS RESPONDING |
|---|---|---|---|
| Elementary/Secondary Schools | Instructional Services | . presented informal talks/ films to classes | 92.1 |
| | | . arranged for graduate students to do practice teaching in the schools | 33.3 |
| | | . opened summer courses to qualified high school students | 14.3 |
| | Inservice Teacher Training | . organized inservice workshops | 73.0 |
| | | . scheduled Center courses at convenient times for K-12 teacher enrollment | 30.2 |
| | | . offered tuition remission | 19.0 |
| | | . kept teachers informed of Center offerings via newsletter/brochure | 82.5 |
| | | . offered refresher workshops | 50.8 |
| | | . organized overseas teacher study tours | 30.2 |
| Business | | . offered conferences/seminars/ workshops | 71.4 |
| | | . inventoried local and regional businesses with export interests | 41.3 |
| | | . offered evening courses of special interest | 20.6 |
| | | . made translation services available | 42.9 |
| | | . provided predeparture orientation | 27.0 |

| TARGET GROUP | STRATEGIES | ACTIVITIES | % OF CENTERS RESPONDING |
|---|---|---|---|
| General Public | On Campus | . made special guest lectures open to the public | 100.0 |
| | | . planned cultural programs for the public benefit | 84.1 |
| | | . sponsored exhibitions of art/artifacts at university museum | 77.8 |
| | | . prepared exhibition of rare books/manuscripts for university library | 41.3 |
| | | . offered special non-credit courses | 46.0 |
| | Off Campus | . established speakers' bureau to address community organizations | 69.8 |
| | | . conducted panel discussions on Center's world area at community meetings | 65.1 |
| | | . loaned film/slide collections to local groups | 68.3 |
| Media | Content | . wrote articles on Center's world area for local publication | 60.3 |
| | | . praticipated in radio/television programs | 81.0 |
| | | . organized conferences for journalists | 30.2 |
| | Promotion | . advertised Center activities and services available to general public | 82.5 |
| | | . prepared newsletter about Center for general circulation | 76.2 |

| TARGET GROUP | STRATEGIES | ACTIVITIES | % OF CENTERS RESPONDING |
|---|---|---|---|
| Government | | . provided consultant services to foreign policy officials (federal government) | 61.9 |
| | | . provided consultant services to foreign government officials | 36.5 |

More than two-thirds of the Centers report that they have altered their strategies since the establishment of their outreach programs in order to adjust to changing conditions, both within and outside of the Center. These changes include increases or decreases in funding (70%), increases in the frequency (67.9%) and the nature (34.2%) of user requests, changes in personnel (Director's position - 38.7%, Outreach Coordinator's position - 32.3%), and changes in outreach objectives (71.8%). Four of the Centers also indicated that a change in their organizational structure brought about a change in their outreach strategies.

This data reflects only a few of the factors which have affected the process of conducting outreach programs, and perhaps serves to underscore the difficulties inherent in addressing undefined and fluctuating markets (in terms of audience needs) with undefined and fluctuating resources. It also points up the increasing resiliency of most Title VI Centers in responding to their environments and in finding -- trial and error fashion -- new ways of doing new things. The process has been on-going and experimental, and should be viewed in that context.

Programs

As we mentioned earlier in this chapter, those Client/User respondents whose only knowledge of Title VI Centers was via a newsletter were instructed not to complete the questionnaire beyond indicating their educational and professional backgrounds. This variable eliminated 31.4% of our respondents, but left us with what we believe to be a more informed group of respondents regarding actual use of, or exposure to, Center resources.

We decided that including variables in the User questionnaire for time and place of program as well as format, content, and delivery of programs would provide some practical data to serve as guidelines for future planning of outreach activities. The one surprise to us was the indication by almost one-third of the User respondents that graduate students had presented programs they had attended. In our judgment, placing graduate students up-front in outreach programs creates -- or perhaps reinforces -- the notion of outreach as a low-status, sub-professional endeavor.

The frequency of User attendance at Center-sponsored programs was highest for workshops and seminars (54.4%) followed closely by public lectures (53.7%), conferences (51.8%), cultural programs (47%), and panel discussions (45.1%). Three times as many Users attended these programs on-campus. For inservice teacher training programs, however, almost one-half of the total respondents for this category (19.3%) indicated that the programs were held off-campus. In terms of content and delivery, 90% of the respondents rated Title VI Center programs in the range of "good to excellent" with more than one-half of that percentage indicating a good deal of audience participation during the programs.

The participatory approach appears to be the most frequently used method of conducting teacher training workshops, although its principles can be applied to any language/area studies presentations which address new audiences. Three-fourths of the K-12 respondent group cited participatory, process-oriented workshops as the format used in the programs they had attended, and recommended that it continue to be used either alone or in combination with the more traditional lecture/seminar.

In a very real sense, involving the audience in an ongoing exchange provides immediate feedback. The evaluation of the outreach presentation, in terms of relevancy and accessibility of material, occurs in "real time" as the exchange is taking place. At the very least, this approach might provide some informal and valuable insight as to how nonacademic audiences respond to structure and shape material that is basically scholarship in nature.

Eighty-four percent of the Title VI Centers prepare learning materials or bibliographies on their world area. It appears from the Outreach Coordinator's questionnaire data that the preparation of these materials is a joint effort on the part of Center personnel:

| Position | % of Centers Responding |
|---|---|
| Center Director | 21.2 |
| Outreach Coordinator | 88.5 |
| Academic Faculty | 57.7 |
| Outreach Staff | 51.9 |
| Graduate Students | 48.1 |
| Users | 36.5 |
| Curriculum Consultants | 26.9 |
| Others | 3.9 |

Again, in our judgment, the percentage of Centers using graduate students to prepare learning materials is quite high (48.1%), especially in comparison with academic faculty involvement (57.7%). The section in this report that evaluates outreach education materials points to the absence of scholarship in many of the materials that are being either produced or distributed to outreach audiences by Title VI Centers.

Two-thirds of the Centers field-test their K-12 learning materials, and about sixty percent of the Outreach Coordinator respondents follow-up with K-12 teachers, either through informal questionnaires or personal contact, in order to assess the effectiveness of the

Centers' materials. In addition, more than two-thirds of the Centers evaluate materials developed elsewhere. These evaluations are conducted by the Outreach Coordinators, with assistance from the faculty. (Only 16.6% of the K-12 Client/User respondents indicated that they have requested Center personnel to evaluate the textbooks they use in their classrooms. Textbook evaluation is an extremely important educational service which Centers should be developing and promoting more extensively.)

Almost three-fourths of Title VI Centers consider their respective universities to be general major resource centers for K-12 education in their states, with two-thirds of these having ties with local school districts -- primarily through their universities' schools of education. The presence of a School of Education at a Title VI Center university would seem to suggest K-12 as a natural target group for that Center's outreach program. Not only is precollegiate instructional expertise, opportunities for collaborative projects, and ready-made introductions to state education departments and local school districts near at hand, but its presence also offers the potential for constructing joint degree programs. Many Title VI Centers have already pursued this course and have established valuable formal and informal networks with their schools of education as well as those of law and business. Such a course of action contributes to the institutionalization of Title VI outreach and may well insure future demand for area studies expertise.

Eighty percent of the Centers have collections of learning materials which are available through loan or purchase, and fifty-two of the Centers provide over 50% of their K-12 materials free

of charge. For the K-12 audience, Centers offer filmstrips, realia kits, multimedia units, exhibits, and activity guides; for the broader constituent groups (non-designated on the questionnaire), newsletters, films and videotapes, informational brochures and area-related handouts, bibliographies and study guides, language texts and related tapes. The highest frequency for materials production appears in the category of newsletter (88.7%) followed by bibliographies and area-related handouts (79%).

For some centers, the newsletter serves as a calendar of events listing monthly lectures, cultural programs, faculty news, fellowship application deadlines, etc. For others, especially those which service K-12 audiences, the newsletter offers recommended readings for precollegiate teachers with brief evaluations of materials currently on the market, notices of upcoming workshops and cultural programs that tie-in with those workshops, etc. (Barbro Ek, Center for Middle Eastern Studies, Harvard University, produces a superb newsletter. We recommend it as a model for other Outreach Coordinators who address precollegiate audiences.) Thus, depending on the Center, a newsletter can be used both as a "learning material" to disseminate, as well as a means of disseminating information on Center activities and available resources.

Dissemination of Materials

The dissemination process is two fold: it involves both production and distribution. Without the distribution phase, the process of dissemination is truncated.

Outreach Coordinators use a variety of means to promote the dissemination of their Centers' materials, the most common being

newsletters (79%), workshops (69.4%), personal contacts with schools and library supervisors (66.1%), and conventions (51.6%). Only 14.5% of the Outreach Coordinator respondents, however, use space advertising, with a miniscule 3.2% using commercial mailing lists. It would seem that if Title VI Centers are to extend their influence beyond the local or regional level and impact on national distribution networks, they will have to acquaint themselves with professional dissemination services or channels. (Seventy percent of the Centers do not list their materials with the Education Resources Information Center (ERIC) in Washington or any of its geographic branches.)

The absence of outreach dissemination efforts directed at a national audience is reflected in the Client/User data. As previously noted, only one-fourth of the User respondents reside outside of the state in which the Title VI Center is located. Title VI Centers need assistance in identifying the means to becoming National Resource Centers. (The only large-scale Title VI Center project we know of that has been able to transcend "localism" is the Center for Middle Eastern Studies at UCLA, and this was accomplished in conjunction with the School of Education and a substantial grant from another federal agency. It resulted in national dissemination of a 7-12 curriculum unit.) Perhaps the Department of Education and the National Institute of Education (of which ERIC is a part), in conjunction with private marketing consultants, can provide that assistance.

The materials that have "reached" Client/Users are indicated below according to User response rate for each kind of material. The

quality of the materials rates very high with the Users, and provides 93% of them with information that they would be unable to obtain elsewhere.

| Material | User Response Rate |
|---|---|
| Informational brochures/fact sheets | 61.2% |
| Bibliographies/study guides | 51.8% |
| Scholarly papers | 41.9% |
| K-12 curriculum materials | 41.7% |
| Films and videotapes | 36.4% |
| Language texts and related tapes | 8.7% |
| Slides | 2.9% |
| Other | 5.3% |

Networks

According to our data, informal communications (and formal in some cases, for example, the Middle East Outreach Council) between Title VI Centers have been established in an attempt to share outreach program ideas, exchange mailing lists and newsletters, and conduct joint programs (49.1%). The exact nature of those joint programs (exclusive of joint center programs) we have been unable to determine. We did learn, however, at some of our site visit interviews, that the federal regulations overall have served more to promote rivalry and competitiveness among Centers than cooperation and harmony. This dissension is rumored to exist not only among individual Centers but even between those Centers that file joint applications for federal funding. It would seem that if the concrete results of outreach programs in international education are to be more apparent on a national scale, some Title VI Centers will have to divest themselves of their "turf-protecting" instincts and cooperate on the essentials of long-range planning and dissemination.

Nevertheless, inroads are being made by the leaders in outreach education. Since this study was begun in 1981, we have seen a substantial increase in efforts to create formal networks with non-academic organizations, particularly by Directors and Outreach Coordinators in East Asian and Latin American centers. The construction of these networks is in the embryonic phase, but the effort promises expanded definitions for outreach programs in international education, new channels for dissemination, and an increase in available resources.

While there have been indications of effective networking emerging from Global Perspectives in Education, the National Council for Foreign Language and International Studies and others, we believe that the way should be cleared for the Department of Education to fund a specific networking effort under Title VI. Several years ago, the Department funded a project at the Social Sciences Education Consortium for a national resource center on Ethnic Heritage Studies. The purpose was to create a central clearinghouse and communications switching station between the many disparate projects that had been funded under the ESEA, Title IX, Ethnic Heritage Studies Program. A grant of this kind would go far to impelling more effective communications between outreach operations and in preventing needless duplication of effort in program and materials.

Evaluation Procedures

The evaluation of a program -- and particularly a program of an experimental nature -- offers the program administrators an opportunity to review what they have done in the past so that they may

plan for the future. Evaluation, if considered as merely one phase of program operations, allows for frequent revision and adjustment. Very often new programs are created because they sound progressive, not because they proceed logically from the problems as they have been objectively assessed.

With the 15% outreach mandate, Title VI Centers were required to design new programs before the problems were understood. In support of their efforts, we hope that this report has touched on some of the problem areas they have encountered in the last five years. At the very least, the problems which their on-the-line experience has brought to the surface should provide ample material for some creative problem-solving at the Department of Education.

We sought to determine in our survey if the Title VI Centers had instituted any evaluation procedures of their own for assessing program effectiveness. According to our data, one-third of the Centers have formal, written evaluation procedures. Center Directors, Outreach Coordinators, Users, and Faculty conduct the evaluation at most of these Centers, with seven Centers employing an external evaluator and including a representative of the university administration.

More than one-half of the Centers consider "user feedback" to be the primary measure of success, and have instituted formal and informal feedback mechanisms to obtain user response. Ninety-five percent of the Outreach Coordinators rely on user response in their planning of future programs. In addition to general user feedback, the barometers of "successful outreach" which were indicated by the Outreach Coordinators ranged from the use and

strengthening of networks, to the presentation of useful and relevant content material, to the attraction of large audiences.

Client/User Services and Comments

Given the complex nature of the outreach function and the limited resources available to Title VI Centers, it would seem to be of advantage to Centers to make use of their clients' expertise. Yet only one-third of our User respondents indicated that they provide services to their respective Centers. In terms of service, the highest response frequency is in the publicizing of Center resources and materials (41.6%), followed by technical assistance (38.6%), program planning (31.3%), and the conducting of programs (23.2%). In addition, one-fifth of these respondents conduct teacher training workshops, and one-seventh help in the preparation of learning materials. Only 5% of the total respondents participate in program evaluation.

Thus, some Centers have been able to tap a valuable and ready-made source of assistance. It is surprising that more Centers have not made use of the expertise of their clients. Almost two-thirds of the respondents expressed interest in making a contribution to either the planning or evaluation phase, or both. Three-fourths indicated that they have never been asked to participate.

Involving Users in the planning and evaluation of programs can help to keep program content on target, and can lead to new resources and the creation of new networks. It requires Centers, however, to "reach out" for a different, and perhaps more difficult purpose: to benefit from the experience, skills, and know-how of its audiences, and, in the process, establish a dialogue. For it

is that dialogue which gives structure and meaning to the outreach process.

Resources and communications were the two areas most frequently mentioned by Client/Users for improving Center outreach programs. In our judgment, they represent two sides of the same coin. In order for Title VI Centers to circulate their currency for non-academic use on a national level, they must first -- together with their constituents -- define the purpose and nature of that currency. The process of both definition and circulation rests on communications.

The Users of Title VI Center resources made a wide range of suggestions for improving outreach program communications. We offer the following sampling:

1) Involve Users in planning and evaluation and, with K-12 teachers, in the development of curriculum materials.
2) Provide greater accessibility to Center faculty.
3) Extend resources to faculty from other colleges and universities through the granting of travel subsidies.
4) Follow-up with individuals who express interest in Center programs.
5) Train community people to serve as liaisons between Center and target audiences.
6) Establish a system whereby Center resources are brought to bear on foreign policy decision-making.
7) Improve content and increase frequency of newsletters.
8) Change methods of disseminating media resources and loan materials.
9) Increase production and distribution of audio-visual materials.
10) Improve publicity and advertising operations.

Along with such practical suggestions for improving the administration of outreach programs, the majority of User respondents praised the work of Centers thus far, and indicated strong support for continuing efforts to disseminate resources in international education.

## OUTREACH EDUCATION MATERIALS

One objective of the project was to examine and evaluate education materials developed by the Title VI Centers.

Selection of materials was made from lists of such materials provided by the Centers, concentrating solely upon those materials which had been produced by each Center itself. It was our judgment that materials stocked by the Center for use in outreach were of interest, for their presence on Center shelves demonstrated an awareness of materials available on the open market and from other Centers. But it was our further judgment that collections on hand were inherently less important than, on the one hand, materials which had been developed by the Center for its own outreach program, and, on the other hand, resource lists of materials which were available for use by users and from other Centers. Although we could not realistically assess the quality of outreach resource collections at each of the Centers, a fundamentally important aspect of outreach, we could assess the reference and resource guides produced by the Center. Such guides not only refer to books and other materials stocked by the Center, but often include annotations of commercially available materials or materials developed by other Centers.

We decided, therefore, to analyze three kinds of materials: lists of resources disseminated by the outreach programs whether of Center resources or of recommended resources, curriculum or training materials produced by the outreach programs themselves, and newsletters circulated by the Centers.

Resource Lists

Lists of resources varied as widely as the materials actually produced. This was a great surprise to us, for it had been our expectation that such bibliographic lists would be among the inherent strengths of academic centers and that they would be uniformly strong. Indeed, we had supposed that the centers which were least active in soliciting outreach users would be the most active in producing bibliographies, for this can be among the least taxing of operations for an academic center. There appeared, in fact, to be no correlation at all. While not all Centers produced bibliographies of lists of resources available at the Center, there appeared to be no way to predict which kind of outreach operation would produce the best or most numerous bibliographies.

In the evaluation of resource lists, our criteria included the following:

- o clear indications of which resources were available from the Center and which were merely recommendations
- o clear indication of availability, price and conditions for loan from the Center
- o clear delineation of level for reading ability
- o clear delineation of level by interest or conceptualization ability
- o classification by topic
- o classification by area or sub-area
- o critical annotations, especially vis-a-vis ethnocentric bias, political bias, inadequacy of research foundations, dating, editorial or production quality
- o critical annotation by affective or value impact of the materials
- o critical evaluation of the utility of the materials for the context intended.

In general, we were extremely disappointed. Virtually none of the resource guides or area bibliographies fulfilled even a majority of our criteria, although some extremely attractive resource lists had been produced and several Centers had remarkably comprehensive collections assembled. The most obvious failing was that there was generally lacking any clear reference to grade or educational level either for reading level, interest level or conceptual level. This is an absolutely rock-bottom criterion, for the school teacher or indeed the college instructor using the Center's outreach resources or an interested adult cannot be expected to review an entire list for usable materials without some guidance in this respect. Some resource guides lumped adult and even specialized academic works together with reading and other resource material suitable for elementary or secondary school students.

While it probably makes little difference ultimately to the user, it was a surprise to us that resources from other Centers were listed without bibliographic or publications information. We ordered several items in our research which we were led to believe were products of the outreach center addressed, only to discover that they were duplicates of materials acquired from another Center. This would seem a very surprising kind of sloppiness for an academic institution where bibliographic accuracy is normally a given. If the Centers are to cooperate more in the future on a professional level, and if their outreach operations are to grow closer together, it would seem a matter of basic convenience for both Center and user to know the source of each item listed.

Resource guides to a region around the university Center have been produced by several university Centers. Like the rest of the materials, these tended to vary from the cute and relatively useless to the substantial and immensely usable. One particularly attractive group of guides to a major metropolitan area could have been of considerably more value had it touched the rich ethnic resources available in the region. In an area with rich East Asian and Hispanic culture groups, clubs, centers, theatres -- not to mention restaurants -- the guides limited all references to official, semi-official, and foreign-national agencies. Not only were no restaurants listed, but holidays and festivals were absent as well.

A particularly useful guide to a metropolitan area's resources, although physically one of the less attractive, was produced by the South Asia Center at the University of Chicago, for it lists religious and ethnic sources, and characteristic festivals and holidays, as well as consulates. This one stands out as a stellar example even considering its design infelicities.

We were disappointed that the universities which were not located in urban or metropolitan centers did not appear to offer this kind of help -- in areas where, if anything, it was much more needed by users than in the large cities.

The quality of Center resource lists varied widely, with surprisingly little assistance provided to the user in either of two fundamental respects where the universities could have been expected to help. First, there was little assistance, if any, in identifying appropriate curricular uses of the materials either by grade level or subject matter (this being akin to the published bibliographic lists in this respect). Second, there were no critical annotations

provided on some materials which were reviewed and which on examination found to be touristic or stereotypic or both. For a university to circulate without caveat materials which even a non-area specialist could identify as stereotypic would appear to be neglecting academic responsibility. That this has been the case reflects seriously on the technical assistance provided to the Center librarians, outreach coordinators or resource persons by the academic faculty. Here is one area where faculty assistance ought to be routinely provided.

Center-Produced Resources

Most important were the resources developed by the Centers themselves. Again the variety was bewildering, the volume sometimes staggering; the achievements sometimes brilliant, sometimes not.

Our criteria for Center-developed resources included:

- clearly-defined target audience (irrespective of whether K-12 students, adults, undergraduates, business, etc.)
- clearly-defined goals and objectives outlined early in the guide to the materials and faithfully executed in the activities or resources provided
- clear attention to affective learning results (on the hypothesis that dealing with apathy and hostility and stereotype is high on the agenda for American international education)
- clearly-defined educational level for reading ability
- clearly-defined educational level for interest and for conceptual ability
- clear definition of applications of the materials, including subject-matter, regional, temporal considerations
- application of scholarly standards of criticism to subject-matter and contents
- clear reference to extension (i.e., continuation) activities or resources ("After we finish with this unit, where do we go?), including provision of useful bibliographies
- separation of teacher and student materials

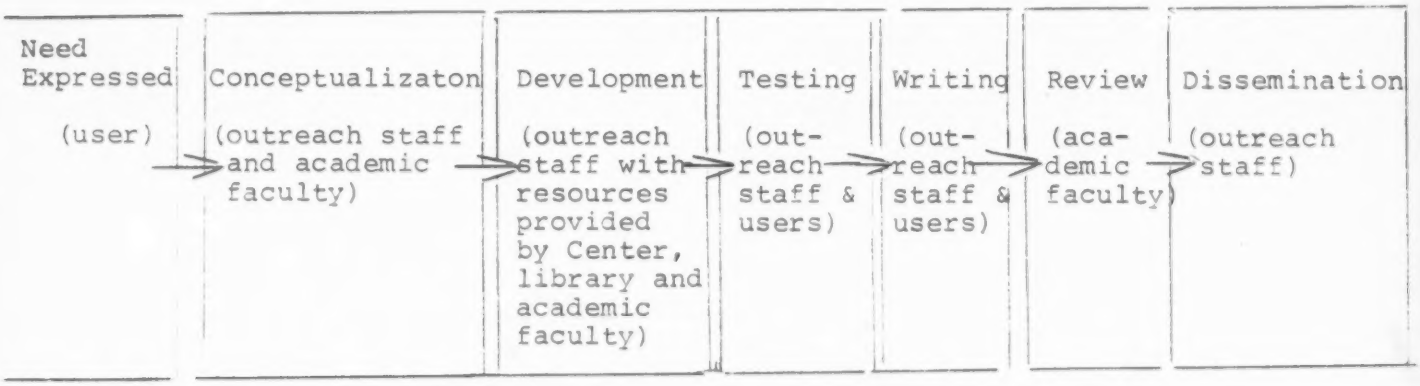
- o student materials that were something other than expository and reading materials
- o clear and clean design of both print and non-print materials
- o editorial consistency and quality
- o production quality
- o evidence of dissemination activity.

The materials that met even some of our criteria usually met most of our criteria. Unfortunately, very few of the materials reviewed satisfied even a few of the criteria. The most general lack in the materials reviewed was any clear evidence that the scholars who give the Center life had much of anything to do with the materials produced. We heard at several installations that this was good because "the professors can't understand how to reach little kids." But it is shocking that some outreach personnel tried to keep their materials away from serious review by the very professionals who fueled the Center's academic operation. We find less shocking, for we had expected it, that the academic faculty preferred not to get involved in materials-development for it did not interest them.

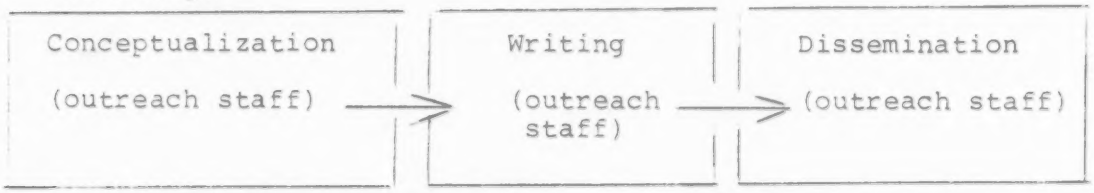
The following paragraph in Japan: Unit Outline for Secondary Schools (New York, Columbia University East Asian Insitute, 1977-draft edition) seems to characterize the whole purpose of outreach programs in precollegiate education:

> The purpose of the draft [sic] Outline is three-fold:
> 1) to assist teachers in creating a social studies unit on Japan.
> 2) to serve as a basis for dialogue between teachers and Japan scholars and to elicit comments, criticisms, suggestions regarding the concepts and information that should be introduced in a secondary-level course on Japan;
> 3) to stimulate the creation of several model units on Japan appropriate respectively to different grade levels and reading levels.

Rather, however, than having these criteria apply only to a draft, they should apply generally to the preparation of learning materials from the outreach programs. The process of that preparation should be an interactive one, and might be developed according to the following:


Need Expressed (user)
Conceptualizaton (outreach staff and academic faculty)
Development (outreach staff with resources provided by Center, library and academic faculty)
Testing (out-reach staff & users)
Writing (out-reach staff & users)
Review (aca-demic faculty)
Dissemination (outreach staff)

Instead, it appears that the model used has been more like the following:




Clearly the most aggressive of the outreach programs in developing materials were those which involved formalized arrangements between university centers and outside consultative organizations: Stanford-Berkeley's SPICE* program and the Harvard East Asian Center-Boston Children's Museum program. Although the materials of either program are not of consistent high quality according to our criteria, the general program for materials development has been clearly worked out at both, as demonstrated by materials that were identifiably part of the general purpose of outreach. It appeared clear that those institutions that produced the best materials had

*SPICE is the acronym for the Stanford Program in Intercultural Education.

clearly defined their outreach mission and their role, and established a well-defined communication system involving outreach staff, users/developers of materials, and the academic faculty.

We placed a high premium on materials that did two things: motivated a student to learn about another culture or area, and permitted exposure to the values, beliefs and attitudes of another culture. These fall into the affective domain.

Unfortunately, the heavy content orientation of most of the resources examined was paralleled by a general exclusion of materials touching values. The content or cognitive orientation would do little to inspire a precollegiate student (who generally speaking is not self-motivated toward the study of foreign cultures). If international studies is to survive as an important part of the total educational endeavor, then those who produce materials for student use must keep in mind the necessity to inspire, excite, enthuse.

Equally important for the precollegiate student who uses Center outreach materials is that he or she be given an opportunity to learn about how a culture -- and unfamiliar culture -- regards itself. This means an excursion into values, beliefs, attitudes: the affective domain.

We cannot trace here the roots of the general absence of good, solid motivational and affective materials. Perhaps it is the secular quality of American higher education. Perhaps it is a desire to avoid controversy. Perhaps it is unfamiliarity with the affective domain. But whatever the reason, we believe that it is misplaced: precollegiate target audiences need good motivational

and affective materials. This may stir controversy, but healthy controversy probably enriches everyone.

On the other side of the coin, we believe that the heavy factual and conceptual content of the materials tends to duplicate resources already available. The university faculty's advice on selection of important concepts, episodes, trends of a culture is important, but much of the material supplied by the outreach resources duplicates commonly-available material. What is needed is the interpretive assistance that only a specialist faculty can give. We saw only rare examples of this service in the materials reviewed. Our recommendation, therefore, is for the materials to deliver facts in an interpretive context, not in straight doses and to include more material on perceptions, values and beliefs. And: make it interesting.

The most common materials other than resource guides, which were the most common across the board, were print materials, usually of writings in English translation which are difficult to find outside of university centers. These ranged from unreadable purple spirit copies to rather nicely produced booklets or individual sheets. The same failings were present in these, however, as have been noted elsewhere: a tendency to let the factual information stand alone without accompanying activities or extensions and, again, without the grade level suggested. The intent seems to inform more than to educate.

We were confused in our examining of materials as to which materials were intended for teacher use and which were for student use. Because the distinction was not clear, this would mean in practice

a great deal of work for the individual teacher in separating out materials for multiple reproduction. One particularly interesting approach was used by Roberta Martin of Columbia's East Asian Institute in color-coding the paper so that teacher and student materials were clearly different: a cheap and easy solution in a loose-leaf format. Charles Guthrie of Florida made notably clear what materials were for teacher use, both in his Images of Africa in the U.S. and in the more ambitious Teaching Ideas About Other Cultures: Africa, Latin America, Western Europe, co-authored with J. Doyle Casteel (both: Gainesville, University of Florida, 1980). This procedural step of separating teacher and student materials would be easy enough for other Centers to use.

The Florida Teaching Ideas and Columbia's China: A Teaching Workbook stand out as excellent materials, easily adapted for classroom use without extensive teacher training. Both publications have the singular merit of assuming that the teacher, if not a specialist, is at least intelligent, and they proceed to educate the teacher without belaboring that point. The result, in the classroom, will be a teacher who is excited by the materials and able to give encouragement and excitement to the children without being oppressed by overly extensive bibliographies and tedious background essays or little monographs.

The tendency for university faculty to rely upon the spoken or printed word appears reflected in the materials generated by the outreach programs, for they are overwhelmingly verbal. Attempts to move into the field of audio-visual materials have not been entirely successful. Just as professors tend to regard slides as the

easiest audio-visual adjunct to use, for slides permit a lecture to be illustrated, the outreach-produced materials tended to be graphic lectures, almost entirely expository in their concept and execution. A couple of notable exceptions should be noted. The first is Guthrie's Images of Africa in the U.S., already cited, and the other is SPICE's unit, The Haiku Moment: Seeing The World in a Grain of Sand (Stanford, Leland Stanford University, 1980). Guthrie's purpose is to blast teachers' preconceptions of Africa, something which can be easily accomplished through the set. The purpose of the Haiku unit is to lead to a perception of the world as the Japanese poet might perceive it. Thus, both are at heart affective, and both Centers are to be congratulated for the intent.

Both units, however, reflect a common failing. Guthrie's slides contain so very much detail, especially copies of cartoons and Tarzan comic strips, that they are difficult to see on the screen. They appear to have been duplicated by a consumer-oriented type of reproduction service. Studies show that an early annoyance at technical deficiencies tends to alienate viewers. The Haiku unit suffers from an amateurish cassette (the slides are of better quality, but suffer from uneven densities and color balance) and a concept level far beyond the ordinary secondary school student. (This is clearly college-level material, although it is not so noted and the publishing agency is listed as "Teaching Japan in the Schools.")

These faults are common to the audiovisual materials we reviewed. A lack of professionalism in the production can damn even the most creatively educational materials to the dusty shelves of the instructional materials center. This is as true of the printed materials

as of the audio-visual.

Most American children are subjected day after day to first-quality images: commercial television has made them accustomed to extraordinarily well-produced, even slick images; their filmstrips tend to be of high production quality (whatever their merits or demerits in terms of content and pedagogy); their textbooks are full of expensive four-color process photographs. If the outreach centers are to motivate students to wish to learn about other world cultures and regions, and if the outreach centers wish to challenge stereotypes, they are going to have to apply themselves to producing better quality materials. Even the most laudably complete learning unit will not draw the attention it deserves if the production quality is inferior.

It is probably unfair to lay the blame exclusively on the outreach programs. The same criticism is generally valid for locally-developed curricular materials: they are dittographed, mimeographed or offset with no eye to design; they are reproduced cheaply rather than economically; they fail to attract and hold attention. A national center for design and production of valuable curriculum materials might well serve to supply outreach programs of all kinds, as well as local school districts and even individual teachers, with well designed and produced materials which will be able to compete fairly for students' attention with commercially manufactured textbooks, videotapes, slides and filmstrips.

Among the most useful and imaginative of the materials reviewed were two from SPICE which were rather quickly prepared guides to miniseries on national television, Shogun and Marco Polo. Stanford

is to be congratulated for its success in turning an ephemeral television event (an event of intentially great damage to clear understanding) into an occasion for very substantial learning. It should be noted that the commercial sponsors of some series such as these have paid for the production of less useful but slicker learning guides. We would encourage the Centers to follow up this particular avenue for it could easily provide substantial funding which could help the entire outreach operation as well as produce the guides. National circulation of these guides can be obtained through several national teacher associations and dissemination agencies. One caveat, however, must be entered, that prime-time television viewing cannot be required by teachers because some families have no sets and other may choose the programs if a set is shared among a family.

There were several highly specialized monographs included in our sample, including at least one which was apparently aimed at international business. These tended to be publication-routes for senior graduate students, summaries of their dissertations or of their earliest postdoctoral productions. There is no quibble with a Center providing such an opportunity for young scholars, but to define it as "outreach" is a precious definition of the term. An advanced grammar of an obscure tribal language published by a Center can fit the definition of outreach, loose as it may have been, only with very considerable squeezing. One of the most exciting titles on our list suggested that it might be a "How To" book for businesses in that region of the world. It turned out to be the published papers read at a very learned symposium which in our

judgment served more as a vehicle for the scholars than as a way of practically helping business to engage in commerical activity in that area.

To summarize, outreach materials often lacked evidence of academic contribution, tended to be heavily expository with content counting for more than values or interest, were predominately print medium, and suffered from lack of editorial, design and production quality. Where they succeeded, however, they were extremely good and immensely useful to the target audiences. To improve them, however, a more effective process of development -- in which users (usually teachers or curriculum supervisors), academic faculty, outreach staff and editorial, design and production specialists all play a part -- should be inaugurated at the very inception of the project, much in the manner of commercial textbook or learning materials development. With this kind of process, quality of content and production, clearly relevant to the target audience, could be more generally assured.*

Newsletters

We asked to be placed on Center mailing lists in order to receive periodic announcements and, where they were published, newsletters. Announcements and newsletters were cited as an important means of reaching client/user populations. They offer a relatively inexpensive and logistically easy means of communication. In fact, they could be the sum total of outreach, if appropriately edited, produced and targeted

Our criteria for evaluating newsletters were:

*Straightforward and obvious definition of the constituency addressed, implicit within the publication itself.

*A list of materials reviewed appears in Appendix C.

*Attractive design, layout and production, because readers read what is presented in an attractive manner in preference to less than tidy publications.

*Content which reflected the area focus, personnel, material resources and program of the Center.

*Up-to-date reviews of books and other study or learning materials. Such reviews we expected to be more current with recent publications in the field than the scholarly journals which must pass through a lengthy referral and even a peer-review process.

*Reference to local or regional resources outside the Center, because the Center should acquire information for its own purposes of programs, performances, exhibits and celebrations not covered by the public media.

*A reliable or predictable periodicity.

For the most part, simple ad hoc announcements seemed to be more uniform and in general more satisfactory than the newsletters. They are easier to compose and distribute and are limited in their content to one or a few subjects. What we could, of course, not assess was what was not announced that should have been announced. We inferred, however, from our site visits, that a number of programs sponsored by Centers were never announced beyond the campus itself.

Newsletters in general were disappointing. The most serious flaw was lack of predictable periodicity. If a newsletter "subscriber" needs information, we should presume a need to have that information in some regular cycle. A newsletter published erratically automatically undermines its intent. One such newsletter received by us was the

first in three years, yet made light of the fact. Its pretentious and expensive layout, heavy paper and two color format implied that someone was using up an unexpended portion of the outreach budget. We applaud the style of a well-produced newsletter, for it is attractive to hold and feel, to read and enjoy, but we might question its utility if it appears only once every three years.

Many of the newsletters were printed inexpensively, some run off on the office mimeo. There is nothing inherently wrong with this practice, but most readers are put off by amateurish or sloppy publications. It reflects something less than quality upon the institution that publishes them. Unfortunately, two of the most reliable newsletters which both contained important and useful information on resources and events, were both in this infelecitous category. We suspect that many copies went unread into the circular file, while a little bit more effort to design and lay them out attractively and to print them by offset would have made all the difference in the world in their actual use.

Few of the newsletters gave us a real feeling for the resources at the Centers. One took the bulk of its pages to announce grants received by graduate students and faculty members. This information is of unlikely any use except for the historical record. More pertinent, but to an extent self-serving, were long reports on recent research by faculty members. A review of the professor's latest article, or even an abstract of it, would have been of more general use, but that is not really what "outreach" is. What was missing was solid information that would direct a client/user to the right person at the center for the right information or interpretation or

advice on course of study, or a meaningful review -- with some critical feeling -- toward the research being accomplished. Harvard's Middle East Center shows the way with excellent resource-guides by both on and off campus experts.

Many of the newsletters, which presumably were financed from the outreach portion of the budget, were announcements to graduate students of study abroad or grants available. This is not, in our definition, outreach.

Reviews of books and other learning materials were varied. Those which were substantial tended to follow the scholarly journal pattern: they were published so long after the time the book appeared that it was likely out of print by the time someone could order it. Other reviews suffered the problems noted earlier.

The best of the newsletters drew to the reader's attention the events or programs coming up in which someone who was not a member of the university's own faculty or student body might have interest and which was related to the purposes of the center. The South Asian Centers at Chicago and Madison both handled this role very well, especially the Chicago newsletter. University of Washington East Asian, South Asian and Near Eastern Centers were also in this class and the Russian Center, with a little better editorial focus, could be in the same league.

Finally, it proved as difficult with the newsletters as with some of the outreach resource publications to identify to whom they were addressed. This problem of lack of clear intent mars much of the entire outreach effort, coast-to-coast, from the defining of goals and objectives to market research on client/user contituencies to

who's going to be reading the newsletter. We believe, in sum, that this represents the most serious problem facing the delivery of university resources to non-traditional constituencies. It is a problem that must be resolved before new investments are made in outreach.

## RECOMMENDATIONS

Federal Government

1. The National Resource Center program represents a vital Federal presence in a field essential to our national strength which goes far beyond "national security" issues. To prepare a cadre of well-trained specialists, irrespective of a national emergency which demands them, is as much an act of common sense as maintaining a military reserve or national guard make sense in security terms. Training and resource pools in critical languages and area studies is properly a Federally-assisted process. Although U.S. Government funds are only a small percentage of funds expended by the Centers, it is a key which opens foundation, corporate, bequest and donation doors. Federal Title VI support -- and an administration in Washington to properly supervise and guide the Centers -- is essential, and our first concern must be that this support and guidance continue.

2. We believe that outreach is an important obligation of institutions receiving Federal funds, and we believe that the point has been well established through the years of the regulatory outreach mandate. For this reason, we recommend that the Congress legislate a requirement for outreach from centers funded by the U.S. Department of Education under Title VI of the Higher Education Act; and that this requirement be set at the level of no less than 15% of the Federal grant.

3. The Department of Education should receive sufficient funds under Title VI to be able to permit professional staff members and managers to visit every one of the funded centers on a cycle of no less than once during each grant period.

4. The Department of Education should prepare and disseminate a definitive description of outreach which could be, at the least, used for guidance in establishing center outreach priorities.

5. The Department of Education should be permitted to fund a national resource center, similar to the national ethnic heritage studies resource center formerly funded at the Social Sciences Education Consortium under Title IX of the Elementary and Secondary Education Act, Ethnic Heritage Studies program. Such a center would not only provide a central reference bureau, complete with electronic retrieval of abstract information, but would serve as an effective but informal means of avoiding duplication. Such a center should also provide a regular communications vehicle to allow outreach coordinators to share their achievements and their problems.

6. Either the outreach resource center grant or another grant should be made for a prototype national curriculum materials design and production center. While this idea goes far beyond Title VI, it could be tested with seed money under Title VI. Such a center, under non-profit institutional auspices, would provide consultation and professional assistance in designing and producing affordable learning materials of quality competitive with those produced by the commercial publishers and producers. Such a center could ultimately become self-supporting, in our view, but would need a grant to see it going. The superb resources of the Centers could then be disseminated in a manner which was motivational to students and competitive for their attention with commercial materials.

Universities

1. University administrations should give high priority, visibility and accessibility to the Centers. The University of Pittsburgh model appears to be of a particularly effective kind: the area studies centers

are all united under a single umbrella, but the administrator of that unit reports to a very high officer of the university. In both subtle and not-so subtle respects, this would help the Centers to upgrade their central operations and that would help outreach.

2. While there is no single pattern for faculty appointment to Centers, we would recommend that the association of a professor with a Center be cemented with sanctions of a significant sort. A faculty member whose loyalty and whose future lie in the department of an academic discipline is not likely to be a zealot for area studies outreach. For instance, appointments with dual designation in discipline and area (even with their accompanying administrative problems) or designation as "Fellow" or as an administrative officer of the Center on top of disciplinary identification would help. A form which would permit a center to be involved directly in promotion and tenure decisions might also be evolved.

3. Universities should be encouraged to seek the establishment of funding procedures, such as revolving funds, which permit the broader sale of outreach materials and services, proceeds of which would be used to pay for materials and program development in outreach. There are, we believe, significant opportunities being missed in this respect which could be capitalized upon without compromising the university's basic academic functions.

Centers

1. Center directors should be appointed for terms of years which permit them to develop a team with their outreach staff and to evolve a coherent outreach policy. Annual changes of chairmanship are dysfunctional to smooth operations.

2. Centers should universally permit the outreach coordinators a role in at least the preliminary drafting of the outreach budget, although of course final control must be retained by the Director or other administrative officers.

3. Centers should prepare clear outreach goals, set specific objectives in which a schedule and "output" quantities are clear, and operate according to strategies designed to achieve those objectives. A clear sense of mission, a sharp definition of outreach constituency or constituencies, and an operable plan of action are essentials. There should be no question of who does what or for whom: these should be specific and agreed upon by both academic and outreach staff members.

4. We believe that outreach would be more effective if the outreach coordinators were given adjunct appointment to the university faculty. There is little need for tenured appointment, but there appears to be a compelling need to assure those who work in outreach that they are not second-class citizens. Outreach is worthy as a professional career in itself and it would be improved vastly if the faculties would accept it as a parallel and respectable profession, not inferior, but different. To exclude outreach personnel entirely from the decision-making process of the center helps neither the center nor its outreach program. If it is necessary to set limits upon the participation of the outreach coordinator -- in such matters as student standing and student evaluation, for instance -- the adjunct role can make that clear, but still bestow a measure of self-respect upon the coordinator. This is so important as a morale-building measure at certain universities we visited that we regard it as a matter of life-or-death for their outreach programs to resolve this issue.

5. Definition of outreach should not include functions which are purely academic, such as publication of learned monographs, collection of basic research materials for the university library, or internal communications among faculty and students. Outreach must go beyond the center to reach not only the non-center university community, but the civilian community and the larger regional and national communities as well. Casting as "outreach" those operations which pre-existed as normal functions of an academic faculty is a disservice to both.

6. Faculty should be assigned, by the Center Director or its faculty council, a specific contributory role in the preparation of learning or other outreach materials. This could be done on a rotating basis so that no one faculty member is overburdened by having to consult with the coordinator and, say a committee of high school teachers, but likewise no faculty member would be exempt from this function every three to five years.

APPENDIX A

1976-81

TITLE VI CENTER OUTREACH PROGRAM SURVEY

| CENTER | YEARS FUNDED | TOTAL $ | DIRECTOR | COORD. | FACULTY # SURVEYED | FACULTY % RESPONDING | CLIENT/USER # ON USER LIST | CLIENT/USER # SURVEYED | CLIENT/USER % RESPONDING |
|---|---|---|---|---|---|---|---|---|---|
| Boston Univ. Africa | 2 | 160,000 | x | x | 48 | 17 | 50 | 30 | 63 |
| Berkeley Soviet/E. Eur. | 5 | 452,750 | x | x | 32 | 1 | | 0 | |
| Berkeley So. Asia | 5 | 628,000 | x | x | 41 | 22 | 570 | 31 | 39 |
| Berkeley African | 5 (2 as joint center) | 491,000 | x | x | 21 | 1 | | 0 | |
| Stanford African | | | | | 21 | 33 | 335 | 33 | 42 |
| Berkeley E. Asia | 5 | 877,000 | | | 0 | | | 0 | |
| Stanford E. Asia | | | | | 54 | 20 | 51 | 34 | 50 |
| Berkeley Middle East | 2 | 180,000 | | x | 41 | 15 | | 0 | |
| UCLA Latin Amer. | 5 | 485,500 | x | x | 15 | 20 | 30 | 25 | 52 |
| UCLA Near Eastern | 5 | 549,500 | x | x | 54 | 28 | 50 | 27 | 26 |
| UCLA Africa | 5 | 554,000 | | x | 24 | 33 | 70 | 30 | 33 |

APPENDIX A

| CENTER | YEARS FUNDED | TOTAL $ | DIRECTOR | COORD. | FACULTY # SURVEYED | FACULTY % RESPONDING | FACULTY # ON USER LIST | CLIENT/USER # SURVEYED | CLIENT/USER % RESPONDING |
|---|---|---|---|---|---|---|---|---|---|
| Chicago So. Asia | 5 | 527,000 | x | x | 47 | 38 | 48 | 33 | 60 |
| Chicago Middle East | 5 | 533,000 | x | x | 31 | 22 | 300 | 26 | 46 |
| Columbia Western Europe | 5 | 589,000 | x | x | 7 | 43 | 39 | 32 | 34 |
| CUNY Western Europe | | | x | x | 16 | 25 | | 0 | |
| Columbia East Asia | 5 | 666,400 | x | x | 50 | 24 | 41 | 32 | 43 |
| Columbia Russia/East Eur. | 5 | 548,000 | x | x | 4 | 25 | 1750 | 30 | 36 |
| Columbia South Asia | 5 | 420,000 | x | x | 10 | 30 | 240 | 30 | 36 |
| Cornell Southeast Asia | 5 | 604,000 | x | x | 15 | 33 | 50 | 32 | 34 |
| Cornell Food | 5 | 466,000 | x | x | 33 | 58 | 83 | 30 | 63 |
| Duke Canada | 5 | 443,297 | x | x | 36 | 39 | 210 | 34 | 50 |
| Florida Africa | 3 | 288,000 | x | x | 47 | 17 | 50 | 33 | 39 |

APPENDIX A

| CENTER | YEARS FUNDED | TOTAL $ | DIRECTOR | COORD. | FACULTY # SURVEYED | FACULTY % RESPONDING | CLIENT/USER # ON USER LIST | CLIENT/USER # SURVEYED | CLIENT/USER % RESPONDING |
|---|---|---|---|---|---|---|---|---|---|
| Florida Latin America | 5 | 533,500 | x | x | 12 | 17 | 300 | 30 | 53 |
| Florida Int'l Latin America | | | | | 7 | 71 | | 0 | |
| Harvard Soviet/ E. Eur. | 5 | 448,250 | x | x | 21 | 33 | 23 | 23 | 52 |
| Harvard East Asia | 5 | 689,450 | x | x | 38 | 24 | 56 | 34 | 35 |
| Harvard Middle East | 5 | 538,500 | x | x | 28 | 39 | 484 | 30 | 46 |
| Hawaii Pacific | 5 | 493,000 | x | x | 24 | 42 | 286 | 30 | 46 |
| Hawaii South Asia | 5 | 481,000 | x | x | 43 | 33 | 402 | 30 | 43 |
| Howard Africa | 2 | 160,000 | x | x | 13 | 15 | 270 | 30 | 16 |
| Illinois Africa | 5 | 457,000 | | x | 31 | 39 | 127 | 30 | 56 |
| Illinois East Asia | 3 | 286,996 | x | x | 27 | 41 | | 0 | |
| Illinois Latin America | 5 | 441,000 | x | x | 13 | 31 | 480 | 30 | 23 |
| Chicago Latin America | | | x | x | 24 | 29 | 28 | 28 | 28 |

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APPENDIX A

| CENTER | YEARS FUNDED | TOTAL $ | DIRECTOR | COORD. | FACULTY # SURVEYED | FACULTY % RESPONDING | CLIENT/USER # ON USER LIST | CLIENT/USER # SURVEYED | CLIENT/USER % RESPONDING |
|---|---|---|---|---|---|---|---|---|---|
| Illinois Russia/E. Eur. | 5 | 564,250 | x | x | 39 | 38 | | 0 | |
| Indiana East Asia | 2 | 122,500 | x | x | 17 | 41 | 51 | 30 | 66 |
| Indiana Russia/E. Eur. | 5 | 576,500 | x | x | 28 | 53 | 105 | 36 | 38 |
| Indiana Africa | 5 | 598,000 | x | x | 31 | 51 | 30 | 13 | 61 |
| Indiana Inner Asia | 5 | 528,000 | x | | 0 | | | 0 | |
| Kansas East Asia | 2 | 180,000 | | | 28 | 0 | | 0 | |
| Kansas Soviet/E. Eur. | 5 | 458,500 | x | x | 29 | 48 | | 0 | |
| Maine Canada | 2 | 186,143 | x | x | 33 | 15 | 188 | 30 | 23 |
| Michigan Russia/E. Eur. | 5 | 565,000 | x | x | 49 | 55 | 3500 | 30 | 23 |
| Michigan East Asia | 5 | 689,000 | x | x | 29 | 41 | 50 | 30 | 75 |
| Michigan SEA | 5 | 620,000 | x | x | 7 | 43 | 390 | 30 | 60 |
| Michigan Near Eastern | 5 | 568,000 | x | x | 32 | 22 | 83 | 32 | 37 |

APPENDIX A

| CENTER | YEARS FUNDED | TOTAL $ | DIRECTOR | COORD. | FACULTY # SURVEYED | FACULTY % RESPONDING | FACULTY # ON USER LIST | CLIENT/USER # SURVEYED | CLIENT/USER % RESPONDING |
|---|---|---|---|---|---|---|---|---|---|
| Michigan State Africa | 5 | 515,000 | x | x | 54 | 52 | 30 | 30 | 60 |
| Minnesota Western Europe | 2 | 190,000 | x | x | 253 | 22 | 333 | 34 | 47 |
| New Mexico Latin America | 2 | 170,000 | x | x | 90 | 20 | 39 | 32 | 42 |
| New Mexico State Latin America | | | x | x | 75 | 15 | 19 | 18 | 33 |
| N.Y. University Near East | 3 | 345,500 | x | x | 24 | 17 | 88 | 30 | 36 |
| Princeton Near East | | | x | | 27 | 33 | 31 | 31 | 55 |
| Ohio Soviet/E. Eur. | 5 | 515,500 | x | | 17 | 47 | 564 | 31 | 42 |
| U/Pennsylvania South Asia | 5 | 561,000 | x | x | 21 | 10 | 310 | 30 | 50 |
| U/Pennsylvania Near East | 5 | 562,500 | | | 0 | | | 0 | |
| Pittsburgh Latin America | 2 | 168,000 | x | x | 51 | 6 | 92 | 30 | 76 |
| Princeton East Asia | 5 | 409,500 | x | x | 25 | 40 | 844 | | |
| Texas Latin America | 5 | 514,500 | x | x | 53 | 30 | 368 | 30 | 26 |
| Texas Middle East | 5 | 477,000 | x | x | 31 | 19 | 2118 | 34 | 20 |

APPENDIX A

| CENTER | YEARS FUNDED | TOTAL $ | DIRECTOR | COORD. | FACULTY # SURVEYED | FACULTY % RESPONDING | # ON USER LIST | CLIENT USER # SURVEYED | CLIENT USER % RESPONDING |
|---|---|---|---|---|---|---|---|---|---|
| Fletcher International | 5 | 590,454 | x | x | 49 | 22 | 35 | 30 | 26 |
| Tulane Latin America | 5 | 450,500 | x | x | 11 | 82 | 48 | 37 | 67 |
| Utah Middle East | 5 | 473,143 | x | x | 21 | 19 | 170 | 30 | 36 |
| Washington Russia/E. Eur. | 5 | 528,750 | x | | 14 | 50 | 50 | 34 | 68 |
| Washington East Asia | 5 | 618,300 | x | x | 15 | 33 | 800 | 30 | 36 |
| Washington South Asia | 5 | 436,500 | x | | 24 | 42 | | 0 | |
| Washington Near East | 5 | 463,000 | x | x | 15 | 20 | 52 | 30 | 40 |
| Wisconsin South Asia | 5 | 579,000 | | x | 45 | 27 | 58 | 34 | 70 |
| Wisconsin Africa | 5 | 604,000 | x | x | 33 | 33 | | 0 | |
| Wisconsin/Madison Latin America | 5 | 529,387 | | | 98 | 33 | 2000 | 30 | 36 |
| Wisc./Milwaukee Latin America | | | x | x | 18 | 36 | 2000 | 30 | 46 |
| Yale East Asia | 5 | 583,200 | x | x | 7 | 17 | 1500 | 30 | 30 |

APPENDIX A

| CENTER | YEARS FUNDED | TOTAL $ | DIRECTOR | COORD. | FACULTY # SURVEYED | FACULTY % RESPONDING | # ON USER LIST | CLIENT/USER # SURVEYED | CLIENT/USER % RESPONDING |
|---|---|---|---|---|---|---|---|---|---|
| Yale Latin America | 5 | 399,000 | x | x | 27 | 18 | 1140 | 30 | 23 |
| U/Connecticut Latin America | | | x | x | 23 | 39 | 247 | 30 | 30 |
| Yale International | 2 | 100,000 | x | x | 23 | 27 | 412 | 30 | 40 |
| Yale Russian/E. Eur. | 3 | 350,000 | x | x | 5 | 0 | 32 | 32 | 65 |
| TOTAL: | | | | | | | | | |
| 75 Centers | | $30,780,770 | 64 | 63 | 2465 | 28% | | 1847 | 43% |

APPENDIX B

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
CULTURAL EDUCATION CENTER, EMPIRE STATE PLAZA
ALBANY, NEW YORK 12230

CENTER FOR INTERNATIONAL PROGRAMS
AND COMPARATIVE STUDIES
518/474-5801

# NATIONAL SURVEY STUDY OF OUTREACH PROGRAMS IN INTERNATIONAL EDUCATION

**DIRECTIONS:**

**This questionnaire is designed for completion by Directors of HEA Title VI National Resource Centers in International Studies.**

**Most of the questions require simply checking the appropriate box as it applies to your Center. More detailed instructions and guidelines are presented where needed throughout the questionnaire.**

**If yours is a Joint Center or part of a Consortium, please complete the questionnaire as best you can, depending on how your program is organized.**

*Please contact Kathleen Manning, Project Administrator, or Cheryl Shenkle, Research Associate, if you have any questions.*

**PLEASE COMPLETE AND RETURN BY MARCH 25, 1982**

**Thank you.**

*Please complete:*

Name of Center _____

Institution _____

Address _____

City _____ St ____ Zip _____

Name of Director _____

Telephone Area Code _____ No. _____

**This portion of questionnaire for DIRECTOR of Title VI Center**

1. Which is the best description of the area in which your Center is located? *Check applicable item:*
   - (1) ☐ urban
   - (2) ☐ suburban
   - (3) ☐ rural
2. What is the organizational structure of your Center? *Check if your are:*
   - (1) ☐ part of an international studies umbrella unit
   - (2) ☐ a consortium
   - (3) ☐ a joint center
   - (4) ☐ an academic department
   - (5) ☐ other *(specify)* _____
3. How many years have you received Title VI funding? *Check the time periods in which you have been funded under Title VI and indicate the total years of funding. If yours is a consortium or joint center, indicate the total years of joint funding.*
   - ☐ 1959-1972
   - ☐ 1973-1981

   ___total years of Title VI funding

   ___total years of joint/consortium funding
4. Within the university hierarchy, to whom does the Center Director report? *Check one item only.*
   - (1) ☐ Chancellor
   - (2) ☐ President
   - (3) ☐ Provost
   - (4) ☐ Vice President
   - (5) ☐ Academic Dean
   - (6) ☐ Dean of Graduate Studies
   - (7) ☐ Department Chairperson
   - (8) ☐ Other *(specify)* _____
5. Check the weight of your Center's influence on academic department decisions.

| None | Very little | Moderate | Strong | Very substantial |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (0) | (1) | (2) | (3) | (4) |

6. Are Center faculty appointed to academic faculty appointments or Center appointments?
   - ☐ Center appointments
   - ☐ Academic faculty appointments
   - ☐ Other *(specify)* _____
7. How often do Outreach personnel attend faculty meetings of the Center? *Check frequency using scale:*

| Never | Rarely | Occasionally | Frequently | Always |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (0) | (1) | (2) | (3) | (4) |

8. Who participates in planning the Outreach budget? *Check all who participate.*
   - ☐ Center Director
   - ☐ Outreach Coordinator
   - ☐ Center faculty
   - ☐ Center budget officer
   - ☐ Center staff (other than above)
   - ☐ Other *(specify)* _____
9. Who participates in planning Center Outreach programs? *Check all who participate.*
   - ☐ Center Director
   - ☐ Outreach Coordinator
   - ☐ Center faculty
   - ☐ Center staff (other than above)
   - ☐ Outreach users
   - ☐ Other *(specify)* _____



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10. Is your university a major resource center for K–12 education in your state other than in area/international studies?
    (1) ☐ yes
    (2) ☐ no
    (3) ☐ unable to answer
11. Do any university departments maintain ties with local school districts?
    (1) ☐ yes
    (2) ☐ no
    (3) ☐ unable to answer
12. If (11) is *yes*, indicate departments:

    _____

    _____

13. Briefly explain your specific Outreach objectives for 1980-1981. *If not funded during that time, please use your most recent funding year.*

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

14. What were your strategies for implementing your objectives? *Some examples of Outreach strategies are listed below according to primary Outreach users. Please check all those strategies that you have utilized during 1980-81 or during your most recent funding year. List any additional strategies not included in our list at the bottom.*

**a. To other institutions of higher education**

**(1) library**

- ☐ made library facilities available to faculty and students from other institutions
- ☐ prepared bibliographic material for distribution to other colleges and universities
- ☐ other *(specify)* _____

  _____

**(2) faculty**

- ☐ provided faculty as consultants or guest lecturers to other institutions
- ☐ organized workshops or conferences for extra-university faculty
- ☐ exchanged faculty with other institutions
- ☐ videotaped lectures for use on other campuses
- ☐ other *(specify)* _____

  _____

**(3) students**

- ☐ offered language courses in which extra-university students were allowed to enroll
- ☐ arranged for cross-registration of extra-university students
- ☐ administered overseas student programs with other colleges and universities
- ☐ other *(specify)* _____

  _____

**b. Elementary and secondary schools**

**(1) advisory services**

- ☐ provided consultancy services to teachers and administrators
- ☐ employed a curriculum consultant on staff to work with schools
- ☐ other *(specify)* _____

  _____

**(2) teaching materials**

- ☐ provided bibliographical assistance
- ☐ evaluated textbooks and other learning materials
- ☐ developed special collection of materials for loan or rental
- ☐ prepared textbooks
- ☐ developed non-book materials *(specify)*

  _____

  _____

  _____

  _____

**(3) instructional services**

- ☐ gave informal talks, films or presentations to classes
- ☐ arranged for graduate students to do practice teaching in schools
- ☐ opened summer courses to qualified high school students
- ☐ other *(specify)* _____

  _____

**(4) inservice teacher training**

- ☐ organized inservice training workshops
- ☐ scheduled Center courses at convenient times for teacners to enroll
- ☐ offered teachcrs some tuition remission for Center courses
- ☐ kept teachers informed of Center offerings via newsletter or brochure
- ☐ offered more general training or refresher workshops
- ☐ organized overseas teacher study tours
- ☐ other *(specify)* _____

  _____

**c. Business community**

- ☐ inventoried local and regional businesses with existing or potential interests in your Center area
- ☐ offered conferences, seminars, workshops
- ☐ offered evening courses of special interest
- ☐ made translation services available
- ☐ provided predeparture orientation
- ☐ other *(specify)* _____

_____

**d. General public**

**(1) on campus**

- ☐ made special guest lectures open to the public
- ☐ planned cultural programs for public benefit
- ☐ sponsored exhibitions of art and artifacts at the university or local museum
- ☐ prepared an exhibition of rare books or manuscripts for your library
- ☐ offered special non-credit courses open to the general public
- ☐ other *(specify)* _____

_____

**(2) off campus**

- ☐ established speakers' bureau to address community organizations
- ☐ conducted panel discussions on your world area at meetings of community groups
- ☐ loaned films or slide collections to local groups
- ☐ other *(specify)* _____

_____

**e. Media**

- ☐ advertised Center activities and services available to the general public
- ☐ wrote articles on your world area for local publications
- ☐ participated in radio and television programs
- ☐ prepared newsletter about your Center for general circulation
- ☐ organized conferences for journalists
- ☐ other *(specify)* _____

_____

**f. Government**

- ☐ provided consultant services to American foreign policy or other Government officials
- ☐ provided consultant services to foreign officials
- ☐ other *(specify)* _____

_____

15. Have you altered your strategies since the establishment of your Outreach program?
    - (1) ☐ yes
    - (2) ☐ no
    - (3) ☐ unable to answer
16. If (15) is *yes*, indicate below the three primary reasons for your change in strategies. *Rank-order your top three, using 1 to indicate the most important:*

    ___change in funding: ☐ increase (1) ☐ decrease (2)
    ___change in frequency of user requests: ☐ increase (1) ☐ decrease (2)
    ___change in nature of user requests
    ___change in personnel:
    - (1)☐ Director
    - (2)☐ Outreach Coordinator
    - (3)☐ Academic faculty
    - (4)☐ Other *(specify)* _____

    _____

    ___change in objectives of Outreach
    - (1)☐ as defined by Title VI guidelines
    - (2)☐ as defined by your Center

    ___change of Center's organizational structure
    ___other *(specify)* _____

    _____

17. Briefly explain how changes in question (16) have affected your Outreach program:

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

18. How will the elimination of the Title VI 15% budgetary requirement for Outreach affect your program? Indicate the anticipated consequence by checking the appropriate blank:
    - (1)☐ Outreach will continue unchanged
    - (2)☐ Outreach will continue on a reduced scale
    - (3)☐ Outreach will continue on a much reduced scale
    - (4)☐ Outreach will disappear
19. Complete the personnel table below with information from your Center. *Fill in any additional positions not listed.*

| Position | (No. of positions) Full-time | Part-time | Avg.% of time given to Outreach per week |
|---|---|---|---|
| Director | ____ | ____ | _____ |
| Assistant Director | ____ | ____ | _____ |
| Outreach Coord. | ____ | ____ | _____ |
| Clerical staff | ____ | ____ | _____ |
| Graduate Assistant | ____ | ____ | _____ |
| Curriculum Consult. | ____ | ____ | _____ |
| Budget/fiscal officer | ____ | ____ | _____ |
| Other *(specify)* | ____ | ____ | _____ |

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20. Do you have a formal training program for Outreach staff?
    (1) ☐ yes
    (2) ☐ no
    (3) ☐ unable to answer

21. Which three (3) qualifications do you consider to be the most important for the position of Outreach coordinator? *Rank in order of priority from 1 to 3.*
    ___ PhD (with Center area concentration)
    ___ MA (with Center area concentration)
    ___ Administrative experience
    ___ Precollegiate teaching experience
    ___ University teaching experience
    ___ Marketing and communications experience
    ___ Field research experience
    ___ Curriculum consulting experience
    ___ Materials-development experience
    ___ Other *(specify)*_____

22. Do you have formal performance and evaluation criteria for Outreach staff?
    (1) ☐ yes
    (2) ☐ no
    (3) ☐ unable to answer

23. Do Outreach personnel receive standard university staff benefits?
    (1) ☐ yes
    (2) ☐ no
    (3) ☐ unable to answer

24. Who is responsible for supervising Outreach support staff?
    (1) ☐ Center Director
    (2) ☐ Outreach Coordinator
    (3) ☐ Academic Faculty
    (4) ☐ Other *(specify)*_____

25. What percentage of your Outreach Coordinator's salary is funded by Title VI?
    (1) ☐ 0–10%
    (2) ☐ 11–25%
    (3) ☐ 26–50%
    (4) ☐ over 50%

26. Which of the following positions are funded solely or partly by the Outreach component of your Title VI budget? *Check all that are funded.*
    ☐ graduate students
    ☐ academic faculty
    ☐ curriculum consultant
    ☐ clerical staff
    ☐ other *(specify)*_____

27. What are your sources of financial support? *Indicate percentages acquired from the following sources. Check appropriate category for items 1–8. Columns should total 100%.*

| Percent of funds for: Center | Outreach | Appropriation | Grant | Contract | | Sources of Funds |
|---|---|---|---|---|---|---|
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (1) | international agency (e.g. UNESCO, WHO, OAS, etc.) |
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (2) | non-Title VI Federal agency |
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (3) | state government |
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (4) | local government |
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (5) | foreign government |
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (6) | foundation |
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (7) | business/industry/corporate |
| _____ | _____ | (1) ☐ | (2) ☐ | (3) ☐ | (8) | collaborative projects |
| _____ | _____ | ●●●●●●●●●●●●●●●●●●●● | | | (9) | university budget |
| _____ | _____ | ●●●●●●●●●●●●●●●●●●●● | | | (10) | Title VI support |
| _____ | _____ | ●●●●●●●●●●●●●●●●●●●● | | | (11) | users' fees |
| _____ | _____ | ●●●●●●●●●●●●●●●●●●●● | | | (12) | revolving accounts from Outreach services, materials |
| _____ | _____ | ●●●●●●●●●●●●●●●●●●●● | | | (13) | royalties on materials developed by Center |
| _____ | _____ | ●●●●●●●●●●●●●●●●●●●● | | | (14) | sale of materials |
| _____ | _____ | ●●●●●●●●●●●●●●●●●●●● | | | (15) | other *(specify)*_____ |
| 100% | 100% | | | | | |

28. Are sales, royalties and user fees incomes available in any revolving fund account or do they revert to the general fund of the universtiy?
    (1) ☐ revolving account
    (2) ☐ university general fund
    (3) ☐ not applicable
    (4) ☐ unable to answer

29. What percentage of your **total Center budget** is allocated to Outreach?
    (1) ☐ 0–10%
    (2) ☐ 11–20%
    (3) ☐ 21–35%
    (4) ☐ over 35%

30. What percentage of your **Title VI budget** is allocated to Outreach?
    (1) ☐ 0–10%
    (2) ☐ 11–20%
    (3) ☐ 21–35%
    (4) ☐ over 35%

31. How are your Outreach funds apportioned? *Indicate the approximate percentage of the budget allocated to each of the following:*
    ____ staff salaries and benefits
    ____ faculty honorariums and travel expenses
    ____ library resources
    ____ production of materials
    ____ advertising and promotional costs
    ____ telephone and postage expenses
    ____ other *(specify)* _____
    ____ _____
    100%

32. What nonfinancial support and in-kind services does your Center receive from the university? *Check all that apply:*
    ☐ personnel
    ☐ office space
    ☐ photocopying
    ☐ nonmedia publicity (e.g. printing brochures, etc)
    ☐ media publicity (print and broadcast)
    ☐ office supplies
    ☐ mailing privileges
    ☐ consultant services
    ☐ technical assistance
    ☐ instructional materials
    ☐ library resources and services
    ☐ other *(specify)* _____
    _____
    ☐ none

33. Some Centers have participated in collaborative ventures such as a television series with a PBS station in which production and broadcasting costs were assumed by the station or the underwriters. *Indicate below those cooperative ventures within the last year which were not financed by your Outreach budget:*
    Programs and exchanges with the following:
    ☐ museums
    ☐ libraries
    ☐ newspaper or magazine publishers
    ☐ television or radio stations
    ☐ community, voluntary, religious organizations
    ☐ ethnic or minority organizations
    ☐ local business firms
    ☐ other universities
    ☐ other Title VI Centers
    ☐ other departments of your university
    ☐ educational organizations
    ☐ national organizations (other than educational)
    ☐ other *(specify)* _____
    _____
    ☐ not applicable

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
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CENTER FOR INTERNATIONAL PROGRAMS
AND COMPARATIVE STUDIES
518/474-5801

# NATIONAL SURVEY STUDY OF OUTREACH PROGRAMS IN INTERNATIONAL EDUCATION

**DIRECTIONS:**

**This questionnaire is designed for completion by the Director, Outreach Coordinator and Academic Faculty of HEA Title VI National Resource Centers in International Studies.**

*Please contact Kathleen Manning, Project Administrator, or Cheryl Shenkle, Research Associate, if you have any questions.*

**PLEASE COMPLETE AND RETURN BY MARCH 25, 1982**

*Business reply envelope enclosed.*

**Thank you.**

*Please complete:*

Name of Center_____

Institution_____

Address_____

City _____ St___ Zip_____

**IT IS NOT NECESSARY TO GIVE YOUR NAME.**

**Please check the appropriate box for you:**

**This questionnaire for:**

- ☐ **CENTER/PROJECT DIRECTOR**
- ☐ **OUTREACH COORDINATOR**
- ☐ **ACADEMIC FACULTY OF CENTER**

1. Education: *Check highest level completed.*
   - (1) ☐ AB
   - (2) ☐ MA
   - (3) ☐ graduate work beyond the MA
   - (4) ☐ PhD
   - (5) ☐ EdD
   - (6) ☐ Other *(specify)*_____
2. Was your highest degree awarded by:
   - (1) ☐ institution at which you are now working
   - (2) ☐ other public institution
   - (3) ☐ other private institution
3. What is/was your field of graduate study?

   _____
4. Are you tenured in your present rank?
   - (1) ☐ yes
   - (2) ☐ no
5. How long have you been employed in your present position?

   ___ years
6. List the countries and dates of your most recent professional or educational experience outside the USA.

| | |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

7. Indicate your level of language proficiency.

| Language | Level of proficiency: Native Speaker | Fluent | Functional Competence | Can get by | Read Only |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

8. Check all levels of education at which you have taught, and indicate the number of years taught at each level.

| | | |
|---|---|---|
| K–6 | ☐ | ____years taught |
| 7–12 | ☐ | ____years taught |
| undergraduate | ☐ | ____years taught |
| graduate | ☐ | ____years taught |

9. List your current professional associations and indicate if you are an officer.

   _____

   _____

   _____

   _____

   _____

10. List your membership in any community, voluntary or other organizations which have an **international or area focus.**

    _____

    _____

    _____

    _____

    _____

11. Indicate the number of books, monographs, articles and editorial work you have completed in the last 5 years.
    - _____books
    - _____monographs
    - _____articles
    - _____editorial work
12. Have you published or presented a paper on area studies **education**?
    - ☐ yes
    - ☐ no

13. Have you published anything on your geographic area in a **non-refereed publication**?
(1) ☐ yes
(2) ☐ no

14. Have you prepared anything of an **Outreach** nature (e.g. slides, films, printed materials, etc.) which was not aimed at a graduate or undergraduate constituency?
(1) ☐ yes
(2) ☐ no

15. If (14) was answered "yes," indicate kind of material and intended audience.

_____

_____

_____

_____

_____

16. Which of the following Outreach services do you perform? *Check all that apply.*
☐ present public lectures
☐ address K–12 assembly programs and classes
☐ conduct inservice teacher training workshops
☐ evaluate K–12 learning materials
☐ assist museums in planning exhibits
☐ provide bibliographic assistance
☐ provide consultation services to international business
☐ visit other college campuses for lectures, seminars
☐ appear on radio and television programs
☐ provide consultative services to government
☐ other *(specify)* _____

_____

☐ none

17. Which of the above Outreach services do you consider to be the most important? *Rank order 1 to 3 according to your priorities, and briefly explain why you consider them to be the most important.*

(1) _____

_____

_____

(2) _____

_____

_____

(3) _____

_____

_____

18. In your opinion, what is the major obstacle to the planning and implementation of your Center's Outreach education programs?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## ACADEMIC FACULTY ONLY TO ANSWER:

1. Do you participate in your university's Title VI Center Outreach program?
(1) ☐ yes
(2) ☐ no

**If no, you may disregard remainder of this questionnaire. However, we would appreicate your courtesy in returning the questionnaire to us in the reply envelope. Thank you.**

2. What percentage of your time per month is devoted to the Outreach program of your Center?
(1) ☐ 1–10%
(2) ☐ 11–20%
(3) ☐ 21–50%
(4) ☐ over 50%

3. Do you receive any compensation, in addition to your salary, for participating in Outreach activities?
(1) ☐ yes
(2) ☐ no

If "yes," what is the nature of that compensation? *Check all that apply.*
☐ financial
☐ lighter course load
☐ other *(specify)* _____

_____

4. Why do you participate in Outreach? *Rank in order of importance from 1 to 3.*
_____ part of academic load
_____ assigned, but an additional load
_____ considered toward tenure and promotion
_____ specially remunerated
_____ voluntary
_____ other *(specify)* _____

_____

5. How many individual contacts per month do you have with users of the Outreach program? *Check the average number of contacts per month.*
(1) ☐ 0
(2) ☐ 1 to 10
(3) ☐ 11 to 20
(4) ☐ 21 to 50
(5) ☐ more than 50


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APPENDIX B.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
CULTURAL EDUCATION CENTER, EMPIRE STATE PLAZA
ALBANY, NEW YORK 12230

CENTER FOR INTERNATIONAL PROGRAMS
AND COMPARATIVE STUDIES
518/474-5801

# A NATIONAL SURVEY STUDY OF OUTREACH PROGRAMS IN INTERNATIONAL EDUCATION

## CLIENT/USER QUESTIONNAIRE

**To the Respondent:**

**You have been identified as a Client or User of the following federally-funded National Resource Center in International Studies:**

*Directions:*

**For the purposes of this study:**

*** Resource Center CLIENT/USERS are defined as those persons who utilize Center resources and who work or attend school outside of the university at which the Center is located.**

*** Center RESOURCES are defined as including, but not limited to the following:**

- **Services**
  - **Instructional**
  - **Consulting**
  - **General informational**
- **Activities**
  - **Panel discussions**
  - **Public lectures**
  - **Workshops, seminars, conferences**
  - **Cultural programs**
- **Materials**
  - **K–12 and college learning materials**
  - **Audiovisual materials (films, slides, tapes)**
  - **Printed matter (scholarly papers, bibliographies, publications, fact-sheets)**
  - **Exhibit collections and artifacts**
  - **Specialized library collections.**

**Most of the questions require that you simply check the appropriate box. For a few questions, we request that you give a brief explanation of your answer.**

**If you wish any additional information or have any questions, please contact Kathleen Manning, Project Administrator, or Cheryl Shenkle, Research Associate at 518/474-5801.**

**PLEASE COMPLETE AND RETURN BY APRIL 10, 1982**

**A Business Reply Envelope is enclosed.**

**Thank you for your help.**

1. In which state do you reside?

   _____

2. Is the Center's area focus (e.g. South Asia, Africa, Latin America, etc.) related to your own ethnic or national heritage?
   (1) ☐ yes
   (2) ☐ no
3. Do you speak any languages other than English?
   (1) ☐ yes
   (2) ☐ no
4. If (3) is "yes," do you speak any of the languages of the Center's world area?
   (1) ☐ yes
   (2) ☐ no
   (3) ☐ not applicable
5. Do you have any foreign professional or educational experience?
   (1) ☐ yes
   (2) ☐ no
6. What is your educational background? *Check the highest level completed.*
   (1) ☐ high school
   (2) ☐ undergraduate degree
   (3) ☐ graduate degree
   (4) ☐ some graduate work
7. How did you learn about the Center and its resources? *Check all appropriate sources.*
   professional network:
   - ☐ business
   - ☐ educational
   - ☐ government
   - ☐ other *(specify)* _____

   ☐ media advertising
   ☐ Center newsletter
   ☐ Center invitation to attend program or utilize materials
   ☐ referral from friend or colleague
   ☐ university newspaper
   ☐ university library
   ☐ attendance at Center-sponsored program
   ☐ other *(specify)* _____

8. Have you ever attended any Center-sponsored program?
   (1) ☐ yes
   (2) ☐ no *(If "no," skip to question 18.*

9. Which of the following Center-sponsored programs have you attended? *Check also where programs were held.*

| Program | Location: On campus | Location: Off campus |
|---|---|---|
| ☐ Panel discussion(s) | ☐ | ☐ |
| ☐ Public lecture(s) | ☐ | ☐ |
| ☐ Workshop(s), seminar(s) | ☐ | ☐ |
| ☐ Inservice teacher training | ☐ | ☐ |
| ☐ Conference(s) | ☐ | ☐ |
| ☐ Cultural program(s) | ☐ | ☐ |
| ☐ Other *(specify)*_____ | ☐ | ☐ |

_____

10. Were these programs offered at convenient times for you to attend?
   (1) ☐ yes
   (2) ☐ no

11. Who presented the Center-sponsored programs which you have attended? *Check all that apply.*
   ☐ Center Director
   ☐ Outreach Coordinator
   ☐ Academic faculty
   ☐ graduate students
   ☐ outside speakers
   ☐ other *(specify)* _____
   ☐ don't know

12. How would you rate the overall quality of the Center programs you have attended? *Indicate your response, using the scale below. First, in terms of content.*

| Boring | of little interest | interesting | very interesting | excellent |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (1) | (2) | (3) | (4) | (5) |

*In terms of manner of delivery:*

| poor | below average | average | good | excellent |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (1) | (2) | (3) | (4) | (5) |

13. What has been the extent of audience participation (give and take) in the programs you have attended?

| none | very little | some | very much | great deal |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (1) | (2) | (3) | (4) | (5) |

14. In what capactiy did you attend Center-sponsored programs. *Check one category only.*
   (1) ☐ private citizen or independent adult learner
   (2) ☐ higher education faculty member
   (3) ☐ higher education student
   (4) ☐ K–12 teacher
   (5) ☐ businessperson
   (6) ☐ government official
   (7) ☐ media person (print or broadcast)
   (8) ☐ member of community organization
   (9) ☐ member of ethnic group or minority
   (10) ☐ member of emigree or refugee group
   (11) ☐ other *(specify)* _____

_____

15. Does your attendance at Center-sponsored programs reflect a job/profession or a general or avocational interest?
   (1) ☐ job/profession-related
   (2) ☐ avocational interest
   (3) ☐ other *(specify)* _____

16. How long have you been a user or client of the Center?
   (1) ☐ less than 1 year
   (2) ☐ 1 to 3 years
   (3) ☐ 3 to 5 years
   (4) ☐ more than 5 years

17. How often do you use Center resources or attend Center-sponsored programs? *Check frequency, using the scale below.*

| seldom | occasionally | regularly |
|---|---|---|
| ☐ | ☐ | ☐ |
| (1) | (2) | (3) |

18. Do you receive the Center newsletter?
   (1) ☐ yes
   (2) ☐ no
   (3) ☐ not applicable (no newsletter published)
   *If "no," skip to question 20.*

19. If (18) is "yes," is the newsletter your *only* association with the Center?
   (1) ☐ yes
   (2) ☐ no
   *If your answer is "yes," you need not complete the remainder of this questionnaire. Please return it in the enclosed envelope. Thank you.*

20. Is access to a specialized library collection the *primary* purpose of your association with the Center?
   (1) ☐ yes
   (2) ☐ no

21. Have you ever used any other Center materials?
   (1) ☐ yes
   (2) ☐ no *If "no," skip to question 27.*

22. What of the following Center materials have you used? *Check all that apply.*
   ☐ curriculum materials for K–12
   ☐ films and videotapes
   ☐ informational brochures and area-related fact sheets
   ☐ scholarly papers
   ☐ bibliographies and study guides
   ☐ language texts and related tapes
   ☐ other *(specify)* _____

_____

23. How would you rate the overall quality of the materials in terms of relevancy to your particular needs?

| poor | fair | sufficient | good | excellent |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (1) | (2) | (3) | (4) | (5) |

24. Do Center materials contribute to the enhancement of your professional expertise?
   (1) ☐ yes
   (2) ☐ no

25. Would you be able to obtain the materials available at the Center as readily somewhere else?
   (1) ☐ yes
   (2) ☐ no

26. Does your need for Center resources increase during times of foreign policy crises?
(1) ☐ yes
(2) ☐ no

27. Do you provide any services to the Center either on an individual basis or in conjunction with Center staff?
(1) ☐ yes
(2) ☐ no

28. If (27) is "yes," which of the following services do you provide? *Check all that apply.*
☐ planning programs
☐ conducting teacher training workshops
☐ conducting programs (other than training workshops)
☐ evaluating programs
☐ providing facilities for programs
☐ providing technical/professional expertise
☐ preparing learning materials
☐ evaluating learning materials
☐ publicizing Center resources and materials
☐ other *(specify)* _____

29. With which of the following Center personnel do you have the most frequent contact? *Check all that apply.*
☐ Center Dire ctor
☐ Outreach Coordinator
☐ Academic faculty
☐ graduate students
☐ curriculum consultant
☐ language instructor
☐ instructional media specialist
☐ other *(specify)* _____

30. How would you rate the Center staff and faculty in terms of cooperation and assistance in handling your requests for information or in providing services? *Check the extent of cooperation, using the scale below.*

| not interested | interested | enthusiastic |
|---|---|---|
| ☐ | ☐ | ☐ |

31. Would you refer your friends or colleagues to the Center?
(1) ☐ yes
(2) ☐ no

32. If (31) is "no," briefly explain your reasons.

_____

_____

33. Has your use of the Center's resources increased in the last three (3) years?
(1) ☐ yes
(2) ☐ no

34. Have you ever been given an opportunity to evaluate the Center's programs or services?
(1) ☐ yes
(2) ☐ no

35. Would you welcome the opportunity to contribute to the planning and/or evaluation of the Center's outreach programs?
(1) ☐ yes, planning only
(2) ☐ yes, evaluation only
(3) ☐ yes, both planning and evaluation
(4) ☐ not interested

36. Do you believe your perceptions and attitudes toward the culture and people from the Center's world area have changed as a result of contact with the Center?
(1) ☐ yes
(2) ☐ no
*If "yes," briefly explain in what manner.*

_____

_____

_____

37. What suggestions do you have for improving the delivery of Center resources or improving the services of the Center?

_____

_____

_____

## FOR K–12 TEACHERS ONLY:–

1. Does the Center provide curriculum materials for K–12 education?
(1) ☐ yes
(2) ☐ no

2. If "yes," which of the following Center curriculum materials have you utilized either through loan or purchase?

| Loan | Purchase | Material |
|---|---|---|
| ☐ | ☐ | filmstrips or slides |
| ☐ | ☐ | films or videotapes |
| ☐ | ☐ | realia kits |
| ☐ | ☐ | exhibits |
| ☐ | ☐ | artifacts |
| ☐ | ☐ | activity instructions/teaching strategies |
| ☐ | ☐ | language texts and related tapes |
| ☐ | ☐ | curriculum guides or sample curricula |
| ☐ | ☐ | bibliographies or reference guides |
| ☐ | ☐ | other *(specify)* _____ |

3. Are there other curriculum materials you would like to have made available at the Center?
(1) ☐ yes
(2) ☐ no
*If "yes," list:* _____

_____

_____

4. Have you acquired any new teaching techniques as a result of your contact with the Center?
(1) ☐ yes
(2) ☐ no

5. Have you acquired any new teaching strategies as a result of your contact with the Center?
(1) ☐ yes
(2) ☐ no

6. Have you ever requested Center personnel to evaluate commercially-produced textbooks you use in your classroom?
(1) ☐ yes
(2) ☐ no

7. Have Center personnel conducted assembly programs or in-class presentations in your school?
(1) ☐ yes
(2) ☐ no


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8. If (7) is "yes," how receptive were your students to the Center presentation? *Rate the level of interest on scale.*

| bored | little interest | interested | above average int. | enthus. |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (1) | (2) | (3) | (4) | (5) |

9. Does the Center conduct teacher-training workshops?
   (1) ☐ yes
   (2) ☐ no

10. If (9) is "yes," what methodology is primarily used for teacher-training workshops? *Check all that apply.*
   ☐ lectures
   ☐ seminars
   ☐ participatory, process-oriented workshops
   ☐ audiovisual presentations
   ☐ other *(specify)* _____

11. Of the above, which type of presentation do you find to be most useful and why? *Briefly explain your reasons.*

_____

_____

_____

_____

_____

12. We would be happy to hear your suggestions for how universities could be more helpful to you.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
CULTURAL EDUCATION CENTER, EMPIRE STATE PLAZA
ALBANY, NEW YORK 12230

APPENDIX B.

CENTER FOR INTERNATIONAL PROGRAMS
AND COMPARATIVE STUDIES
518/474-5801

# NATIONAL SURVEY STUDY OF OUTREACH PROGRAMS IN INTERNATIONAL EDUCATION

**DIRECTIONS:**

**This questionnaire is designed for completion by the Outreach Coordinators of HEA Title VI National Resource Centers in International Studies.**

**Most of the questions require simply checking the appropriate box as it applies to your Center. More detailed instructions and guidelines are presented where needed throughout the questionnaire.**

**If you are a Joint Center or part of a Consortium, please complete the questionnaire as best you can, depending on how your program is organized.**

*Please contact Kathleen Manning, Project Administrator or Cheryl Shenkle, Research Associate, if you have any questions.*

**PLEASE COMPLETE AND RETURN BY MARCH 25, 1982**

**Business Reply Envelope enclosed.**

**Thank you.**

*Please complete:*

Name of Title VI Center _____

Institution _____

Address _____

City _____ St ____ Zip _____

Name of Outreach Coordinator

_____

Telephone Area Code ___ No. _____

**This questionnaire for**

**OUTREACH COORDINATOR**

1. Which of the following are your Center's five principal Outreach constituencies? *From the following groups, select your five major constituencies and rank them 1 through 5.*
   - ☐ elementary school teachers (grades K–6)
   - ☐ secondary school teachers (grades 7–12)
   - ☐ extra-university faculty
   - ☐ extra-university students
   - ☐ general public
   - ☐ business community
   - ☐ community groups and voluntary organizations
   - ☐ government officials and agencies
   - ☐ media personnel
   - ☐ emigré groups
   - ☐ ethnic groups and minorities
   - ☐ other *(specify)* _____

2. How do you identify your principal constituencies? *Check all that apply.*
   - ☐ Center surveys of potential users
   - ☐ user requests for Outreach services/materials
   - ☐ Center records of attendance at Outreach events
   - ☐ user response to Center promotions
   - ☐ referrals from other users
   - ☐ acquisition of mailing lists from other agencies
   - ☐ other *(specify)* _____

3. What is the average size of your active Outreach user population?
   - (1) ☐ 0–250
   - (2) ☐ 251–500
   - (3) ☐ 501–1000
   - (4) ☐ over 1000

4. What is the size of your Outreach user mailing list?
   - (1) ☐ 0–250
   - (2) ☐ 251–500
   - (3) ☐ 501–1000
   - (4) ☐ over 1000
   - (5) ☐ not applicable

5. How frequently do you update your mailing list?
   - (1) ☐ monthly
   - (2) ☐ biannually
   - (3) ☐ annually
   - (4) ☐ never
   - (5) ☐ other *(specify)* _____

6. How do you update the mailing list? *Check all that apply.*
   - ☐ requests for placement on mailing list
   - ☐ user requests for services or materials
   - ☐ periodic purges, once per _____
   - ☐ address correction requests of US Postal Service
   - ☐ purchases of other mailing lists
   - ☐ other *(specify)* _____

7. How often do Outreach users contact the Center? *Indicate the approximate number per month of the following:*
   - ____ phone calls
   - ____ letters
   - ____ visits

8. Do user requests increase during times of foreign policy crises?
   - (1) ☐ yes
   - (2) ☐ no
   - (3) ☐ don't know

9. What percentage of your Outreach programs are provided in response to user requests?
   - (1) ☐ 0–10%
   - (2) ☐ 11–25%
   - (3) ☐ 26–50%
   - (4) ☐ over 50%

10. Complete the following activity table for your 1980-81 Outreach program (or your most recent funding year). *For each principal constituency, indicate the number of each activity/event and the number of participants or attendees at each activity/event. For example, if you held 3 public lectures and the attendance at each was 50, place a 3 in the* **lectures (general public)** *column and 150 in the* **total attending** *column.*

| PRINCIPAL CONSTITUENCIES | ACTIVITIES | | | | | |
|---|---|---|---|---|---|---|
| | Lectures | | Workshops | | Cultural Programs | |
| | number | attendance | number | attendance | number | attendance |
| K–12 teachers | | | | | | |
| K–12 students | | | | | | |
| Higher education faculty | | | | | | |
| Higher education students | | | | | | |
| General public | | | | | | |
| Government officials | | | | | | |
| Media personnel | | | | | | |
| Community groups | | | | | | |
| Businesspersons | | | | | | |
| Other *(specify)* _____ | | | | | | |
| _____ | | | | | | |

11. How do you advertise or promote your services and activities? *Check all that apply.*
- ☐ paid ads in local media
- ☐ direct mail advertising: own mailing list
- ☐ direct mail advertising: others' mailing lists
- ☐ public service announcements by local media
- ☐ contacts with K–12 school personnel
- ☐ university newspaper
- ☐ posters or flyers distributed on campus
- ☐ other *(specify)*_____

12. What percentage of your Outreach programs are held off campus?
- (1) ☐ 0
- (2) ☐ 5–20%
- (3) ☐ 21–50%
- (4) ☐ over 50%

13. What would you estimate to be the average attendance at events open to the general public?
- (1) ☐ 1–25
- (2) ☐ 26–50
- (3) ☐ 51–100
- (4) ☐ over 100

14. When do you schedule activities for the general public?
- ☐ weekday mornings
- ☐ weekday afternoons
- ☐ weekday evenings
- ☐ weekends

15. Have you developed learning materials or bibliographies for use in Outreach? *If "No," skip to question (19).*
- (1) ☐ yes
- (2) ☐ no

16. Who prepares your learning materials? *Check all that apply from both columns.*
- ☐ Center Director
- ☐ Outreach Coordinator
- ☐ Outreach staff (other than above)
- ☐ Others *(specify)* _____
- ☐ Academic faculty
- ☐ curriculum consultant
- ☐ users
- ☐ graduate students

17. Do you field test your K–12 learning materials?
- (1) ☐ yes
- (2) ☐ no

18. Do you conduct any follow-up with K–12 teachers to assess the effectiveness of your materials?
- (1) ☐ yes
- (2) ☐ no

If "yes," briefly explain your follow-up procedures:

_____

_____

_____

19. Do you evaluate K–12 learning materials which are not developed by your Center?
- (1) ☐ yes
- (2) ☐ no

20. Who evaluates those learning materials? *Check all that apply.*
- ☐ Center Director
- ☐ Outreach Coordinator
- ☐ academic faculty
- ☐ curriculum consultant
- ☐ external evaluator
- ☐ graduate students
- ☐ other *(specify)*_____

21. Do you have a resource center or collection of learning materials for your Outreach program (e.g. K–12 level print and non-print, children's stories, filmstrips, etc.) in addition to your academic collection?
- (1) ☐ yes
- (2) ☐ no

*If "No," skip to question* **25.**

22. What is the approximate number of books, pamphlets, and kits (excluding vertical files) in your collection?

_____

23. May these materials be borrowed within your community?
(1) ☐ yes
(2) ☐ no
—throughout the state?
(1) ☐ yes
(2) ☐ no
—out of state?
(1) ☐ yes
(2) ☐ no

24. What percentage of your K–12 learning materials are provided free of charge?
(1) ☐ 0
(2) ☐ 1–25%
(3) ☐ 26–50%
(4) ☐ over 50%

25. What kinds of materials do you disseminate? *Check all that apply.*
☐ newsletter
curriculum materials for K–12:
☐ filmstrips
☐ realia kits
☐ multimedia
☐ exhibits
☐ activities and their instructions
☐ other *(specify)* _____
_____
☐ films and videotapes
☐ informational brochures and area-related handouts
☐ bibliographies and study guides
☐ language texts and related tapes
☐ other *(specify)* _____
_____

26. How do you promote the dissemination of your materials? *Check all that apply.*
☐ Center newsletter
☐ Outreach Coordinator's newsletter
☐ university newspaper
☐ convention displays
direct mail advertising:
☐ (1) own mailing list
☐ (2) mailing lists of others, including commercial
☐ space advertising
☐ workshops
☐ contacts with school and library supervisors
☐ other *(specify)* _____
_____

27. Are your teaching/learning materials available through or referenced by ERIC?
(1) ☐ all are available through ERIC
(2) ☐ some are available
(3) ☐ none are available
If available, through which ERIC? _____
_____
_____

28. How often do you communicate with other Outreach programs at Title VI Centers (other than those in your own consortium, if your Center is part of a consortium)?
(1) ☐ weekly
(2) ☐ monthly
(3) ☐ bimonthly
(4) ☐ annually
(5) ☐ never

29. What is the general purpose of that communication? *Check all that apply.*
☐ faculty exchanges
☐ exchange of mailing lists
☐ exchange of newsletters
☐ joint programs
☐ common cause of Outreach (e.g. legislation, funding)
☐ other *(specify)* _____
_____

30. Which of the following formal communications networks with extra-university organizations do you maintain?
(1) ☐ other Title VI Centers
(2) ☐ area studies associations
(3) ☐ educational organizations
(4) ☐ other *(specify)* _____
_____

31. Does your Center have a written, formal, comprehensive evaluation procedure for your Outreach program?
(1) ☐ yes
(2) ☐ no
*(If "No," skip to question 33.)*

32. Who participates in the evaluation of your Outreach program? *Check all who participate.*
☐ external evaluator
☐ Center director
☐ Outreach coordinator
☐ academic faculty
☐ Outreach staff (other than above)
☐ university administration
☐ Outreach users
☐ U.S. Department of Education field personnel
☐ other *(specify)* _____
_____

33. How do you measure the success of your Outreach program? *Please list in order of priority those criteria you think are most important for evaluating program effectiveness.*
1. _____
2. _____
3. _____
4. _____
5. _____
_____

34. How much input do you receive from users in evaluating your Outreach program?

| None | Very little | Some | Very much | Great deal |
|---|---|---|---|---|
| ☐ (0) | ☐ (1) | ☐ (2) | ☐ (3) | ☐ (4) |

35. Do you maintain any ongoing feedback mechanisms which allow you to assess the effectiveness of your Outreach program?
    (1) ☐ yes
    (2) ☐ no
36. Briefly explain the kind of feedback mechanisms used.

37. Do you rely on user feedback in order to make decisions about the kind of Outreach programs you will provide?
    (1) ☐ yes
    (2) ☐ no
38. Briefly describe your most successful Outreach activity to date and indicate why you think it was successful.

APPENDIX B.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
CULTURAL EDUCATION CENTER, EMPIRE STATE PLAZA
ALBANY, NEW YORK 12230

CENTER FOR INTERNATIONAL PROGRAMS
AND COMPARATIVE STUDIES
518/474-5801

# NATIONAL SURVEY STUDY OF OUTREACH PROGRAMS IN INTERNATIONAL EDUCATION

**DIRECTIONS:**

**This questionnaire is designed for completion by the Director, Outreach Coordinator and Academic Faculty of HEA Title VI National Resource Centers in International Studies.**

*Please contact Kathleen Manning, Project Administrator, or Cheryl Shenkle, Research Associate, if you have any questions.*

**PLEASE COMPLETE AND RETURN BY MARCH 25, 1982**

*Business reply envelope enclosed.*

**Thank you.**

*Please complete:*

Name of Center_____

Institution_____

Address_____

City _____ St___ Zip_____

**IT IS NOT NECESSARY TO GIVE YOUR NAME.**

**Please check the appropriate box for you:**

**This questionnaire for:**

- ☐ CENTER/PROJECT DIRECTOR
- ☐ OUTREACH COORDINATOR
- ☐ ACADEMIC FACULTY OF CENTER

1. Education: *Check highest level completed.*
   - (1) ☐ AB
   - (2) ☐ MA
   - (3) ☐ graduate work beyond the MA
   - (4) ☐ PhD
   - (5) ☐ EdD
   - (6) ☐ Other *(specify)*_____
2. Was your highest degree awarded by:
   - (1) ☐ institution at which you are now working
   - (2) ☐ other public institution
   - (3) ☐ other private institution
3. What is/was your field of graduate study?

   _____
4. Are you tenured in your present rank?
   - (1) ☐ yes
   - (2) ☐ no
5. How long have you been employed in your present position?

   ___ years
6. List the countries and dates of your most recent professional or educational experience outside the USA.

| | |
|---|---|
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| | |

7. Indicate your level of language proficiency.

| Language | Level of proficiency | | | | |
|---|---|---|---|---|---|
| | Native Speaker | Fluent | Functional Competence | Can get by | Read Only |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

8. Check all levels of education at which you have taught, and indicate the number of years taught at each level.
   - K–6 ☐ ____years taught
   - 7–12 ☐ ____years taught
   - undergraduate ☐ ____years taught
   - graduate ☐ ____years taught
9. List your current professional associations and indicate if you are an officer.

   _____

   _____

   _____

   _____

   _____
10. List your membership in any community, voluntary or other organizations which have an international or area focus.

    _____

    _____

    _____

    _____

    _____
11. Indicate the number of books, monographs, articles and editorial work you have completed in the last 5 years.
    - ____books
    - ____monographs
    - ____articles
    - ____editorial work
12. Have you published or presented a paper on area studies education?
    - ☐ yes
    - ☐ no

13. Have you published anything on your geographic area in a **non-refereed publication**?
(1) ☐ yes
(2) ☐ no

14. Have you prepared anything of an **Outreach nature** (e.g. slides, films, printed materials, etc.) which was not aimed at a graduate or undergraduate constituency?
(1) ☐ yes
(2) ☐ no

15. If (14) was answered "yes," indicate kind of material and intended audience.

_____

_____

_____

_____

_____

16. Which of the following Outreach services do you perform? *Check all that apply.*
☐ present public lectures
☐ address K–12 assembly programs and classes
☐ conduct inservice teacher training workshops
☐ evaluate K–12 learning materials
☐ assist museums in planning exhibits
☐ provide bibliographic assistance
☐ provide consultation services to international business
☐ visit other college campuses for lectures, seminars
☐ appear on radio and television programs
☐ provide consultative services to government
☐ other *(specify)* _____

_____

☐ none

17. Which of the above Outreach services do you consider to be the most important? *Rank order 1 to 3 according to your priorities, and briefly explain why you consider them to be the most important.*

(1) _____

_____

_____

(2) _____

_____

_____

(3) _____

_____

_____

18. In your opinion, what is the major obstacle to the planning and implementation of your Center's Outreach education programs?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## ACADEMIC FACULTY ONLY TO ANSWER:

1. Do you participate in your university's Title VI Center Outreach program?
(1) ☐ yes
(2) ☐ no
**If no, you may disregard remainder of this questionnaire. However, we would appreicate your courtesy in returning the questionnaire to us in the reply envelope. Thank you.**

2. What percentage of your time per month is devoted to the Outreach program of your Center?
(1) ☐ 1–10%
(2) ☐ 11–20%
(3) ☐ 21–50%
(4) ☐ over 50%

3. Do you receive any compensation, in addition to your salary, for participating in Outreach activities?
(1) ☐ yes
(2) ☐ no
If "yes," what is the nature of that compensation? *Check all that apply.*
☐ financial
☐ lighter course load
☐ other *(specify)* _____

_____

4. Why do you participate in Outreach? *Rank in order of importance from 1 to 3.*
_____part of academic load
_____assigned, but an additional load
_____considered toward tenure and promotion
_____specially remunerated
_____voluntary
_____other *(specify)* _____

_____

5. How many individual contacts per month do you have with users of the Outreach program? *Check the average number of contacts per month.*
(1) ☐ 0
(2) ☐ 1 to 10
(3) ☐ 11 to 20
(4) ☐ 21 to 50
(5) ☐ more than 50

APPENDIX C

OUTREACH EDUCATION MATERIALS EVALUATED

University of California at Los Angeles, Middle East Center. "History and Cultures of the Middle East: A Course Outline." Los Angeles Unified School District, 1979. Grades 9 and 10. Emphasis on dates, kings, battles, data.

University of California at Los Angeles, Middle East Center. Jonathan Friedlander, **The Middle East: The Image and Reality.** 1981. Should be required reading for state and local social studies supervisors.

University of California at Los Angeles, Russian Center (now defunct). Teacher's Resource Handbook for Russian and East European Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Community College. Val D. Rust and Jeff Artz. 2nd ed. 1981. Detailed annotations but only vaguely critical bibliography. Graded into rough educational levels. Very helpful Materials Assessment and Cross-Cultural Evaluation sheets.

University of Chicago, South Asia Language and Area Center. Ellen Zimmerman, ed., "South Asia Resources in Chicago." 1980. Photocopy. Comprehensive. Excellent. An example of what an urban outreach center can and should do.

Columbia University, East Asian Institute. Amy U. Heinrich, ed., Contemporary Japan. A Teaching Workbook. Looseleaf. Color coded for teacher materials. Very content-oriented. No gradelevels. No clearly-defined objectives. Parallel volume on China is superior.

Columbia University, East Asian Institute. China Unit Outline for Secondary Schools. Draft 1977. Excellent annotated and critical bibliography of commonly-used textbooks. No general texts appraised, only China texts. Color coded teacher pages.

Columbia University, East Asian Institute. Japan: Unit Outline for Secondary Schools. Samuel I. Colemena and Carole Ryavec. Roberta Martin, ed. Draft ed., 1977. Goals broad, but clearly stated. Scholars handle the concepts which are important; the teaching suggestions emerging from these were developed by practitioners. The concepts are informational and thus the teaching strategies are pruely instructional

Columbia University, East Asia Center. Roberta Martin, ed. China: A Teaching Workbook. Color coding of teacher portions. As a whole, very awkward to handle, but it may be distributed in portions. Very impressive merger of useful references, teacher guidance and student materials covering a broad topic. A bit uneven. No grade levels are specified. Affective domain is included. Overall a superb resource.

Cornell University, Program in International Agriculture Series of Papers on World Food Issues. Plastic bound book. 1979. Aimed at an educated general audience bordering on the technical. Final paper is an annotated but not critical bibliography.

University of Florida, Center for African Studies. Images of Africa in the U.S. Charles Guthrie. Slide set and guide. First-rate in concept and content. Unfortunate selection of visuals that are hard to see mar an otherwise superb production. Highly recommended for teacher training.

University of Florida, Africa/Latin America/Western Europe. Teaching Ideas about Other Cultures. 1980. Activity book and guide. Conceptually, absolutely first-rate for focuses on affective domain. Deserves widest possible circulation as a practicum of cultural attribution theory. Highly recommended.

/University of Hawaii/ Pacific Islands Studies Center. One Third of the World: Articles about the Islands of the Pacific: Readings on Micronesia. n.d. No grade level. Miscellany. A useful resource for an area virtually untaught in American schools.

Univeristy of Hawaii, Pacific Island Studies. One Third of the World . . . Japan in the Pacific. Annual magazine-like resource. No clear target audience. Limited utility.

University of Illinois, African Studies Program. Curriculum-Related Handouts for Teachers. 1981. Comb-bound collection of over 100 handouts. An enormous amount of material, rich in parable, aphorism, the basics of Africal culture. Difficult to select among the many topics.

University of Illinois, Africa Studies Program. Handouts. No coordination, collation or consolidation but each useful in its own way.

University of Illinois, Center for Latin American and Caribbean Studies. Latin America. Filmstrip/cassette. Exotic, touristic. No guide. Shows no evidence of Center authorship or editorial input. Not recommended.

University of Illinois, Center for Latin American and Caribbean Studies. Mexico. Filmstrip/cassette. Guide by Mary Lee Nolan. Not recommended. Touristy. Shows no sign of Center authorship or editorial input.

Indiana University, East Asian Studies Center. Linda S. Wotjan. Free Resources for Teaching about Japan. 1979. Staped sheets. We question the common presumption that because something is free, it must be something a school wants. The result is: 1) heavy load of official publications, b) heavy load of tourist promotional literature, c) special messages. Material is rendered sensible by a solid classification system. Includes role-play on military in Japan, no grade level specified. Role play on getting along in Japanese society is better, but rather unrefined. No grade level specified.

Indiana University, Russian and East Europe Institute. Resource Guide of Teaching Aids. 1981. Bibliography. Annotated but uncritical. Classification by subject, not by grade level. Not enough answers to common questions.

Indiana University. African Studies Program. "South Africa's Mosaic of Progress: A Critique and Teaching Kit." N. Brian Winchester and Linda S. Wojtan. Stapled sheets. 1981. Useful critique of widely-circulated official South African film. A well-meaning attempt to apply corrective measures to a slick South African propaganda. The proper role for academic judgment and interpretation may be somewhat less evangelistic than this appears to be.

Indiana University. Asian Studies Research Institute. "High School Teaching Unit Plans on Inner Asia." 1976. Pamphlet. Manageable cognitive learning units. Grade levels specified. No frills.

University of Michigan, PEASE. "Recommended Books and Audiovisual Materials on China in Pease Research Library." Photocopy. No A-V materials except records were listed. No grade levels. Limited use.

University of Michigan, PASE. Jodie Hymes. Teaching about Japan. n.d. Well annotated, but no grade levels. Student and teacher materials mixed. Now out of date.

University of Michigan. "Three Views: Will the Real China Please Stand Up." n.d. Photocopy. Raw material for role playing under an experienced teacher. Grade level not specified.

University of Michigan. "Mao Tse-tung." Spirit copy. 19 very useful quotations from Mao or references to him. No grade level.

University of Michigan, Center for Near Eastern and North African Studies. Darrell I. Dykstra. Egypt in the 19th Century: The Impact of Europe upon a Non-Western Society. Unexceptionably fine curriculum materials with clearly defined goals, objectives and process. A model of what can be done. No grade level.

University of New Mexico, Latin American Institute. Paula L.W. Sabloff, "Caciquismo in Post-Revolutionary Mexican Ejido-Grant Communities." 1981. Booklet. A research paper.

University of New Mexico, Latin American Institute. James Levy and Nick D. Mills, Jr., Challenge of Democratic Reformism in Ecuador. 1981. Research paper. Booklet.

University of New Mexico. A Latin American Institute. Peter Gregory. "Legal Minimum Wages as an Instrument of Social Policy in Costa Rica. 1981. Booklet. 1981. Research paper.

University of New Mexico, Latin American Institute. Peter Gregory, "Employment, Unemployment, and Underemployment in Latin America." 1981. Booklet. Research paper.

University of New Mexico, Latin American Institute. Peter A. Lupsha and Kip Schlegel, The Political Economy of Drug Trafficking: The Herrera Organization (Mexico and the United States). 1980. Booklet. Research paper.

University of New Mexico, Latin American Institute. Juan Diez-Canedo, "Undocumented Migration to the United States: A New Perspective." 1981. Booklet. Research paper.

University of New Mexico, Latin American Institute. Robert S. Landmann, ed., The Problem of the Undocumented Worker. n.d. Research papers.

Stanford University, SPICE. Teaching Japan in the Schools. The Haiku Moment: Seeing the World in a Grain of Sand. 1980. Pamphlet, cassette, 22 slides. Gives grade levels, but they are not accurate: this could hardly be used below the university level. Questionable use of music with Haiku which appears unauthentic. Recording is amateurish. Too directional. 100 expository. Excellent set of lesson plans, but likely too detailed for use in single period.

Stanford University, SPICE/BACEP. Discovering Marco Polo. 1982. Great. Turns pop history into a judicious and affective learning experience about other cultures. Prime time tv, alas, cannot be assigned by teachers, for Dad may want to watch the 49ers, but this production may encourage him to switch channels.

Stanford, BAYCEP. Demystifying the Chinese Language. 1980. Activity book. Each exercise well-planned and thorough, each with clear objectives. High student interest level in the stories, but some tough sledding for some kids. Representations of characters not as neat or crisp as they might have been.

Stanford University, SPICE. "Teaching Japan in the Schools." Bay Area Resources on Japan, 1978. Pamphlet. Well-meaning but uneven compilation of major resources for teachers. Curiously silent about food, radio and events of the Japanese-American community.

Stanford University, SPICE. Recommended Textbooks on Japan for the Elementary Level. n.d. Excellent critical reviews of the very few satisfactory books. Reviews of California State textbooks on Japan indicate they are 20 years old: a terribly but accurate commentary on U.S. public education. Grade levels given.

Stanford University, SPICE. "Recommended Textbooks on Japan for the Secondary Level." n.d. Pamphlet. Excellent but brief annotations. Grade levels given. Complete bibliographic citations. A really useful activity.

Stanford University, SPICE, Teaching Japan in the Schools, Annotated List of Books. Photocopy pamphlet. Books for loan. No grade levels. Sparse annotation. The richness of the resource is great, utility of the list is limited by hesitant annotations.

Stanford University, SPICE. Bay Area Resource Guide to Teaching on Latin America. 1978. Saddlewire pamphlet. Formal contacts listed, but color, life of Hispanic resources in Northern California are missing.

University of Texas, Institute of Latin American Studies. Political Risk Analysis: Mexico. A disappointing report of a seminar.

University of Texas, Center for Middle Eastern Studies. Islam: Faith and Practice. Slide set with activities. Schools prefer filmstrips. Annotations uneven. Too big a topic for this medium.

University of Texas, Center for Middle Eastern Studies. Architecture for Living. Slide set and activities. No clear grade level. Excellent balance of teacher information and activities for upper elementary/junior high students. Cf. Islam: Faith and Practice which failed because it tried to cover too broad a topic. This one succeess, but the topic is too narrow for most school use. A paradox.

Tulane University, Center for Latin American Studies. The Panama Canal Treaties: Materials for Teachers. Lawrence J. Rohlfes. n.d. mimeo pamphlet. Without merit: data-conveyance with sterile class activities suggested as afterthought. No annotations to bibliography.

Tulane University, Center for Latin American Studies. Children's Guide to Exhibit Gallery of the Middle American Research Institute. Marjorie W. Ellenbach. Patronizing of both the child and Middle American cultures.

Tulane University, Center for Latin American Studies. Dictionary of the Huazalmguillo Dialect of Nahuatl. Geoffrey Kimball. 1981. Too highly specialized to class as outreach.

Tulane University, Center for Latin American Studies. Elenterio Po'of Yah and Victoria R. Bricker. Yucatec Maya Verbs (Hocaba Dialect). Grammatical Introduction. 1981. Saddlewire pamphlet. Even for a learner of this language, this would be too specialized.

University of Washington, Near East Resource Center. "Resource Guide 1980 Update." Handout. No grade levels. No critical comments. Light.

University of Washington, East Asia Resource Center. "Resource Guide for East Asia: AV materials available in Washington State." 4th rev. ed., 1980. Useful. Heavily films. Well annotated with grade levels.

University of Wisconsin, African Studies Center. Miscellaneous Handouts, including "Using Film to teach about Women," "Children's Books," "Teaching/Learning: African Literature in the Classroom" "Global Education." No grade level. Tame annotations. Marginal use.

University of Wisconsin, African Studies Program. Select Bibliography for Teachers and Grades K-12. 1978. Stapled sheets. Graded and annotated but not critical. Updating needed annually.

University of Wisconsin-Milwaukee, Center for Latin America. Donald R. Shea, et al, eds., Reference Manual on Doing Business in Latin America. Paper. 1979. A comprehensive guide but weak on the kinds of help universities are uniquely equipped to provide, especially the cross-cultural. Much of this information is available through international banks.

Newsletters

Boston University, African Studies Center. Africa in the School and Community. Genuine outreach, limited to schools.

University of California at Berkeley. Center for Slavic and East European Studies. Newsletter. Internal news, calendar.

University of California at Berkeley, Center for Middle Eastern Studies. Newsletter. For insiders.

University of California, Center for South and Southeast Asia Studies. Review. Lavishly produced, but lacking editorial consistency: mixture of reviews of different kinds of books (scholarly and general), profiles of educators, nice extracts that could be used in class, some repro. materials.

University of Chicago, Colloquium on Latin America. Newsletter. Specialized but not only for the university insiders.

University of Chicago, South Asia Language and Area Center. Chicago South Asia Newsletter. A good blend of up-coming events on-campus resource persons, but marred by uneven editing and infelicitous design.

Cornell University. Southeast Asia Program. Outreach Resources Bulletin. Although most of contents are purely for internal consumption, the real outreach program does have 2½ pp. assigned to it at the end. Scatters its shots.

University of Florida, Center for African Studies. Irohin. Genuine outreach with a bit of passion. Lacks design quality.

University of Florida, Center for Latin American Studies. Dialogo. Jan. 1982. Issue primarily devoted to describing contents of 'travelling suitcases' - a resource available from the Center. No hints for teachers of what level student should be using them. The idea is absolutely on-target, but the execution unfortunate.

Harvard University, Center for Middle Eastern Studies. Middle East Resources. Lists all services of outreach program, a good idea. Superbly useful reviews of new materials. Lists important events. Modest and a bit hard to read (45 pica columns), would be one of the best if it were better designed.

Harvard University, Soviet and East European Language and Area Center. Teacher Newsletter. One of the finest ideas we saw: Materials reviews in which a summary of the material is followed by short but separate reviews by an area specialist and a teacher specialist. A fine way of using university resources in a way to encourage interchange with client/users. Marred by infelicious design which makes it hard to read.

University of Illinois, Centers for African, Asian, Latin American and Russian Studies. Update. Idea of a joint newsletter is great, but the execution uneven. No coherency. More useful to the teacher who has to cover all four areas in elementary or high school if parallel between Center sections.

Indiana University, African Studies Program. News Sheet. Eminently usable. Genuine outreach.

Indiana University, East Asian Outreach. Untitled. A bit muddier than its African counterpart, but still looking out of the university campus.

Indiana University. East Asian Studies Center. East Asian Newsletter. Not to be confused with unnamed sister publication of outreach program. Purely internal news.

Indiana University. Russian and East European Institute. Newsletter. For insiders.

University of Kansas, Center for East Asian Studies, Newsletter. Pretty much for scholars.

University of Michigan, Project on East Asian Studies in Education, East Asian Studies Center. East Asia Review. Semi-annual. Attractive hybrid of internal news and news for those beyond the campus.

University of Michigan. Center for Near Eastern and North African Studies. Newsletter. Internal.

University of Michigan. Center for Russian and East European Studies. CREES-MARX. Internal.

University of Minnesota, Center for Northwest European Language and Area Studies. The Nordic Bulletin, a monthly calendar of Nordic Events. For the specialist.

University of Minnesota, Center for Northwest European Language and Area Studies. Northwest Center News, West European Edition. Heavily inside, for the specialist.

University of New Mexico. Latin American Institute. LAI Notes. Internal.

New York University and Princeton University, Joint Center for Near Eastern Studies. Tigers and Violets. Purely for the insiders.

Ohio State University, Center for Slavic and East European Studies. Ohio Slavic and East European Newsletter. Internal. Mainly calendar of events.

Ohio State University, East Asian Studies Center. East Asian Quarterly. For community. Well organized.

University of Pennsylvania, South Asia Regional Studies Center. South Asia News. For the community and for teachers. Good mix of calendar, resources, opportunities for others to make announcements.

Stanford University-University of California Joint East Asian Language and Area center. Bay Area East Asian Studies Newsletter. Grants and fellowships. For the insider.

University of Texas, Center for Asian Studies. Texpera. Excellent list of statewide events, tv programs, etc. List of resources. Confusing layout.

Tulane University. Center for Latin American Studies. TULAS. For scholars.

University of Utah, Middle East Center. Newsletter. Outreach, but news of mixed value.

University of Washington, Russian and East European Center, REEU Newsletter. Reports of past events dominate. Some off-campus events. Notes on customs. A mixed bag of considerable usefulness. Needs editorial direction.

University of Washington, East Asian Resource Center. Newsletter. Activities and resources. Useful for almost anyone in Seattle.

University of Washington, South Asia Program. The SACPAN Newsletter. An excellent combination of on and off campus events, resources and opportunities. Modestly produced but a model for others.

University of Washington, Near East Resource Center. Near East Newsletter. Legal-sized pages make for heavy going, but contents are immensely usable and to the point for almost anyone on or off campus.

University of Wisconsin, Latin American Center. The Wisconsin Latin Americanist. For the committed specialist, although the issue sampled contained an interpretive article about trouble spot, Nicaragua.

University of Wisconsin South Asian Area Center. News Report. A useful collation of on and off campus events and resources. Marred by the space given to an annual conference for specialists which appears to dominate the whole outreach effort.

Yale University. Council on East Asian Studies. East Asian Newsletter. Semiannual. For community education.

Yale University. Concilium on International and Area Studies. Newsletter. For the scholar at Yale or nearby, possibly for the very intelligent layman.

Yale University, Council on Latin American Studies. Council Notes. Internal.

APPENDIX D

LIST OF KEY REFERENCES


1. Federal Legislation and Regulations regarding international education, 1958-1981. Government Printing Office, Washington, D.C.

2. Report to the President from the President's Commission on Foreign Language and International Studies (November 1979). James A. Perkins, Chairman of the Commission.

3. Study of Foreign Languages and Related Areas: Federal Support, Administration, Need (September 1978). Report to the Congress of the United States by the Comptroller General, Government Printing Office, Washington, D.C.

4. Federal Support for International Studies: The Role of NDEA Title VI (May 1981). McDonnell, Berryman, and Scott: The Rand Corporation.

5. Foreign Language and International Studies Specialists: The Marketplace and National Policy (September 1979). Berryman, Langer, Pincus, and Solomon: The Rand Corporation.

6. International Studies Review: A Staff Study (September 1979). Barber and Ilchman.

7. Richard D. Lambert, "International Studies: An Overview and Agenda," in Annals of American Academy of Political and Social Science, v. 449, May 1980; and Language and Area Studies Review Monograph 17, Philadelphia, American Academy of Political and Social Sciences, 1973.

APPENDIX E

TITLE VI CENTER OUTREACH PROGRAM STUDY PARTICIPANTS

EAST ASIA

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RUSSIA/EAST EUROPE

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Russian and East European Area Center
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504 Thomson Hall
Seattle, WA 98195
(206) 543-4854

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Center for Middle Eastern Studies
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+Program in Near Eastern Studies
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AFRICA

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African Studies Center
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Center for African Studies
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African Studies Center
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African Studies Center
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African Studies Program
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LATIN AMERICA

Latin American Studies Center
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+Latin American and Caribbean Center
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Las Cruces, NM 88003
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Austin, TX 78712
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New Orleans, LA 70118
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Madison, WI 53706
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+Center for Latin America
University of Wisconsin at Milwaukee
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(414) 963-4401

+Council on Latin American Studies
Yale University
85 Trumbull
New Haven, CT 06520
(203) 432-4422

+Latin American Center
University of Connecticut
Storrs, CT 06268
(203) 486-4964

WESTERN EUROPE

+Western European Studies Center
Columbia University
International Affairs Building
420 West 118th Street
New York, NY 10027
(212) 280-5400

+Center for European Studies at the
Graduate Center
City University of New York
33 West 42nd Street, #1642
New York, NY 10036
(212) 790-4442

Center for Northwest European Langauge
and Area Studies
University of Minnesota
210 Folwell Hall
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Minneapolis, MN 55455
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INTERNATIONAL

World Food Issues
International Agricultural Program
Cornell University
Roberts Hall
Ithaca, NY 14853
(607) 256-2283

International Studies Center
Fletcher School of Law and Diplomacy
Tufts University
Medford, MA 02155
(617) 628-7010

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SOUTH ASIA

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Center for South Asian Studies
University of California
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(415) 642-3608

Project on Asian Studies in Education
University of Michigan
130 Lane Hall
Ann Arbor, MI 48109
(313) 764-0352

South Asia Language and Area Center
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South Asia Regional Studies Center
University of Pennsylvania
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South Asian Resource Center
University of Washington
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OTHER

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